DOCUMENT RESUME

ED 472 215 CS 511 698

TITLE	Literacy Coordinators' Handbook.
INSTITUTION	Department for Education and Skills, London (England).
REPORT NO	DfES-0284/2002
PUB DATE	2002-00-00
NOTE	95p.
AVAILABLE FROM	Department for Education and Skills (DfES), PROLOG, P.O. Box 5050, Sherwood Park, Annesley, Notts NG15 0DJ. Tel: 0845 6022260; Fax: 0845 6033360; e-mail: dfes@prolog.uk.com. For full text: http://www.standards.dfee.gov.uk/midbins/literacy/litcoordinator.PDF.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	British National Curriculum; *Coordinators; *Educational Change; Elementary Education; Foreign Countries; Guides; *Literacy; Professional Development; *Teaching Methods
IDENTIFIERS	*National Literacy Strategy (England); Target Planning; Training Materials

ABSTRACT

This handbook is designed to provide support for England's National Literacy Strategy's Literacy Coordinators leading and coordinating literacy across the school. The handbook is designed as a working document and will contain additional materials, LEA (local education authorities) guidance, and additional papers which Coordinators may choose to add. It can supplement existing materials, and materials from it can be incorporated into other school documentation. The structure, organization of information, and a number of key components of the handbook are common across literacy and mathematics. The handbook includes four elements: (1) a self-evaluation grid; (2) a coordinator planner; (3) training materials; and (4) supporting information. The self-evaluation grid and national training materials have been designed to support the coordinators' work in four key areas: establishing priorities, analyzing results, and reviewing priorities; continuing to improve the quality of teaching and learning; management and deployment of resources; and professional development into practice. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 472 215

Literacy Coordinators' Handbook.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CS 511 093

Contents

Foreword 4

Introduction 5

Section 1 **Self-evaluation grid**

Rationale 7

The grid 10

Section 2 **Coordinator planner**

Rationale 14

Coordinator planner 15

An example of a completed planner 17

Section 3 **Training materials**

Rationale 19

Establishing priorities, analysing results and reviewing progress 20

- Establishing priorities 21
- Reviewing results, analysing data 27

Continuing to improve the quality of teaching and learning 34

- Revisiting the plenary 35
- Planning for progression 45

Management and deployment of resources 56

- Creating an effective learning environment 57
- Managing the deployment of additional adults 75

Professional development into practice 84

- Planning for effective professional development 85

Section 4 **Supporting information**

- National Literacy Strategy priorities 2002 – 2004 91
- Key documentation 91
- CD-ROM

© Crown copyright 2002

Foreword

Dear Colleague

Your work as subject leader and the support you give to teachers and other staff in your school are key factors in ensuring that the National Numeracy and Literacy Strategies become further embedded in effective classroom practice and in successful school management.

We believe that you should have access to high quality training to support you in this role. Funding has been provided in 2002 for all primary mathematics and literacy coordinators to participate in LEA-run coordinator conferences. The National Literacy Strategy and the National Numeracy Strategy have jointly produced materials designed to support these events.

You have a critical role in further raising standards of teaching and of children's attainment in mathematics and literacy. The purpose of these conferences is to support you and to help you do your job more effectively, whether you are highly experienced or very new to the role. In the Autumn terms of 2000 and 2001, there were conferences for headteachers on the next stages of the National Literacy Strategy and the National Numeracy Strategy respectively. We wish to sustain our focus on the leadership of the Strategies in schools with events designed to support coordinators in their crucial contribution to improvement.

One of the messages we included in the conferences for headteachers was the importance of supporting and working closely with mathematics and literacy coordinators. We are keen that the various activities and exercises in which you engage during this training, and in future events, are shared with your headteacher, and that you discuss and agree with them any action required to make further improvements in your school.

We should like to take this opportunity to thank all of you who are working so hard to assist teachers and support staff in raising standards and improving the quality of literacy and mathematics teaching for the children in your school.

Yours sincerely

Tim Coulson
National Director
National Numeracy Strategy

Stephen Anwyll
National Director
National Literacy Strategy

© Crown copyright 2002

Coordinator handbook

Introduction

This handbook is designed to provide support as you lead and coordinate literacy and mathematics across the school. It is designed as a working document and will contain national materials, LEA guidance and your own papers. The handbook can supplement your existing materials and you may wish either to incorporate materials from this file into your own school documentation or adopt the format and structure of this handbook and add your own materials.

The structure, organisation of information and a number of key components of the handbook are common across literacy and mathematics. The handbook includes four elements:

- a self-evaluation grid;
- a coordinator planner;
- training materials;
- supporting information.

Detailed introductions for each of the elements are included in the handbook.

Getting to know the materials

The training and support that is provided to introduce the handbook begins with self-evaluation as a critical aspect of continuing professional development and includes sharing good practice, working with colleagues to identify and resolve shared challenges and the use of action planning to deliver identified objectives. The self-evaluation grid and national training materials have been designed to support your work in four key areas.

1 Establishing priorities, analysing results and reviewing progress

2 Continuing to improve the quality of teaching and learning

3 Management and deployment of resources

4 Professional development into practice

The four key areas provide a general framework for much of your role.

The table on the next page indicates how the training materials we have prepared from the NLS and NNS relate to the four key areas and outlines the range of materials available.

© Crown copyright 2002

Key area		Mathematics modules		Literacy modules	
1	**Establishing priorities, analysing results and reviewing progress**	**1a**	Establishing priorities	**1a**	Establishing priorities
		1b	Reviewing results, analysing data	**1b**	Reviewing results, analysing data
2	**Continuing to improve the quality of teaching and learning**	**2a**	Revisiting the plenary	**2a**	Revisiting the plenary
		2b(i)	Planning for progression	**2b**	Planning for progression
		2b(ii)	Developing the teaching of problem solving		
3	**Management and deployment of resources**			**3a**	Creating an effective learning environment
		3b	Managing the deployment of additional adults	**3b**	Managing the deployment of additional adults
4	**Professional development into practice**	**4a**	Planning for effective professional development	**4a**	Planning for effective professional development

© Crown copyright 2002

Section 1: Self-evaluation grid

Rationale for the self-evaluation grid

The self-evaluation grid forms part of a professional development programme for literacy and mathematics coordinators. It is both a tool for personal and school reflection and self-evaluation, and a basis for future subject development. The grid is an intrinsic part of the specific training modules within the coordinator programme. Participants will have been asked to complete the grid prior to attending training.

The grid identifies four key areas of subject leadership and is closely aligned to the TTA published '***National Standards for Subject Leaders***' document (1998) and the '***Effective Leadership and Management***' self-evaluation form produced by the National College for School Leadership for the National Numeracy Strategy.

The principle of self-evaluation upon which the grid is based reflects the emphasis on self-evaluation and review embedded within and promoted by the Ofsted *Handbook for Inspecting Primary and Nursery Schools*, the NCSL approach to improving management and also other publications and research evidence related to effective school improvement processes.

The grid should be completed by both the literacy and mathematics coordinators, in partnership with the headteacher, before attending the first training module. This evaluation process will help the coordinators, supported by the headteacher, to share their perceptions of where they are on the continuum of development in the four identified key areas of leadership in their individual subjects.

The self-evaluation grid will also be available on the National College for School Leadership website (www.ncsl.org.uk).

What does the grid focus on?

The grid focuses on the identified four key areas of subject leadership:

- ***Key area 1***
  Establishing priorities, analysing results and reviewing progress
- ***Key area 2***
  Continuing to improve the quality of teaching and learning
- ***Key area 3***
  Management and deployment of resources
- ***Key area 4***
  Professional development into practice

Schools and LEAs may wish to add further areas to the grid as part of their development of school and subject self-evaluation, and according to specific local priorities.

© Crown copyright 2002

How does the grid work?

Under each of the key areas, there are four columns which represent a continuum of development and effectiveness. Within each column there are written prompts which serve to provide a moderated illustration of the elements which will be present at each stage of development. By highlighting the relevant prompts, or parts of the prompts, across the grid, coordinators can identify their school's current strengths and areas for development.

The table below illustrates the stages of the continuum represented on the grid.

	Focusing	Developing	Establishing	Enhancing
Key area identified	At this stage, the coordinator recognises that the school is at the beginning of a process. The coordinator identifies what is happening already but recognises that much remains to be done.	At the developing stage, the school has started to address some aspects of the key area, but there is a need for further development to secure and consolidate practice and process in identified aspects.	At this stage, there still remain some issues to address in terms of whole-school consistency and cohesion but many things are now in place and are becoming embedded. There has been significant development of the quality of provision and a real impact on standards.	At this stage, the identified aspects of the subject are embedded fully in whole-school approaches and practice. There is whole-school consistency and cohesive practice and the impact on standards and progress is evident.

These prompts provide moderation to support self-evaluation.

It is important to recognise that whole-school development is not always a straightforward linear process – schools are changing communities and judgements about positions on the developmental continuum may change as a consequence of changing contexts. It is also important to stress that the purpose of this activity is to acknowledge not only what has been achieved but importantly also to provide a basis for future development, whatever prompts are highlighted at this stage. Planning for development from the current position is the key issue.

It is also important to acknowledge the different school contexts in which coordinators work. For example, some coordinators have regular release time to carry out their responsibilities; others have very limited time in which to carry out their coordinating role. In some schools there is a very close relationship between the senior management team and literacy/mathematics coordinators; in other schools, coordinators are more isolated and have less opportunity to impact on policy and whole-school development.

© Crown copyright 2002

How do I use the grid?

A version of the self-evaluation grid is available to download on the CD-ROM that accompanies this handbook.

- Use the grid to support reflection on your school's current stages of development in each of the four key areas.
- Work with your coordinator colleague, and headteacher wherever possible, to share perceptions and analyse patterns of development across both literacy and mathematics in these key areas.
- Highlight those prompts, or parts of the prompts, which best reflect your perception of where your school is now in each of the four key areas.
- Discuss any obvious issues arising from this initial self-evaluation in terms of patterns of strength and areas for development in the two subjects in the light of your whole-school context.
- Bring the grid to the coordinator training to support you in reflection and action planning in order to consolidate your practice or move forward along the continuum of development.
- Following the coordinator training, coordinators and headteachers will find it helpful to reflect on appropriate priorities and key action points to secure further subject development within the context of whole-school improvement.
- From the self-evaluation process, it will be possible to see clearly the relative strengths and areas for development in the leadership and management of the two core subjects of English and mathematics and to decide on priorities for action in the context of whole-school as well as subject needs.
- It is expected that the self-evaluation grid should take no more than an hour to complete and discuss.

Generic prompts to support completion of the self-evaluation grid

- As an immediate, instinctive response, where do I place the school on this grid? Are we focusing, developing, establishing or enhancing?
- Which parts of the written prompts can I highlight with confidence?
- How do I know? What is my evidence base for highlighting the prompts?
- Are there areas I would prefer to underline at this stage and re-visit after further reflection and discussion?
- How far would other staff agree with my perceptions and evaluations?

© Crown copyright 2002

Raising standards in literacy and mathematics

Self-evaluation to establish priorities

The purpose of the self-evaluation grid is to support coordinators in recognising the current stage of development and identifying key priorities for development across the school.

Key area 1: Establishing priorities, analysing results and reviewing progress
Key area 2: Continuing to improve the quality of teaching and learning
Key area 3: Management and deployment of resources
Key area 4: Professional development into practice

Key area 1: Establishing priorities, analysing results and reviewing progress				
	Focusing	**Developing**	**Establishing**	**Enhancing**
1a Establishing priorites, action planning and review	An audit of literacy/mathematics provision, professional development needs and quantitative outcomes, in terms of standards and progress, has been carried out. As a result, key priorities for action have been identified.	Using the audit, an agreed action plan that addresses identified priorities and appropriate resources has been developed and is being implemented.	The impact of the action plan is monitored and evaluated. The plan is refined following the outcome of evaluation.	The school's priorities for improving literacy/mathematics are part of the whole-school improvement programme with clearly identified subject-specific priorities and systematic review and evaluation.
1b Knowing about standards	Teachers assess children's work regularly and national/other tests are in place. There is access to relevant data on standards, e.g. baseline assessment, data on statutory and optional tests, ongoing teacher assessments and work samples. There is limited confidence in the use of this data.	There is a systematic structure for assessing children's work and progress. Data is starting to be used to inform judgements on standards across the school, noting patterns in children's achievement.	There is work across the school to moderate teacher assessments and to analyse data to inform teachers' planning, set targets and monitor progress in a comprehensive and systematic manner.	School assessment systems are rigorous and effective. There is close co-operation between the headteacher, staff and governers in using data to raise standards in literacy/mathematics.
1c Target setting	There is as yet no systematic whole-school approach to the setting of numerical and curricular targets to track children's progress and raise standards in literacy/ mathematics.	Teachers are supported in setting realistically challenging numerical targets for each year group. They are supported in tracking children's progress by setting curricular targets based on a clear identification of learning needs.	There is an effective process for setting and reviewing numerical and curricular targets in each year group. All teachers are able to use targets to track children's progress, inform their teaching and raise standards.	There is an effective, coherent and manageable whole-school system for setting and revising targets against children's progress.

© Crown copyright 2003

1d Monitoring and evaluating the development of literacy/mathematics	A start has been made in monitoring and evaluating a range of aspects of subject responsibility.	There is a clear structure for monitoring and evaluating literacy/mathematics in order to identify key priorities for improving standards of teaching and learning.	The outcomes of the monitoring and evaluation of aspects of literacy/mathematics are used to inform future school improvement planning.	Monitoring and evaluating is embedded within the school improvement plan and is effective in celebrating success and identifying areas for further improvement.

Key area 2: Continuing to improve the quality of teaching and learning

	Focusing	Developing	Establishing	Enhancing
2a Evaluating the quality of the teaching of literacy/mathematics and giving appropriate feedback	Classroom observations and/or scrutiny of children's work has raised awareness of: • the quality of teaching of literacy/mathematics across the school; • the strengths and weaknesses of teachers' subject knowledge.	There is a developing programme to monitor the quality of teaching of literacy/mathematics. Weaknesses in teaching are recognised and staff are given feedback. Actions to be taken are identified and incorporated into the literacy/mathematics action plan or school improvement plan.	Systems are in place for monitoring and evaluating the quality of teaching. This is impacting positively on classroom practice. Some areas of weakness in teaching remain but are being addressed through feedback and professional development.	There is systematic and structured evaluation of literacy/mathematics teaching across the school. The literacy hour and daily mathematics lesson are taught well. Weaknesses in subject knowledge, and teaching and learning are being addressed effectively. There is appropriate feedback, support and related training for all staff.
2b Support for planning; monitoring the process; evaluating outcomes	Teachers' weekly plans are sampled.	Teachers are supported in their planning and given feedback to help them to moderate and amend as appropriate.	Medium- and short-term plans are reviewed and teachers are supported in ensuring plans match the expected levels of achievement of children.	Colleagues are supported in producing plans which are coherent, succinct and effective in addressing learning needs. Plans are evaluated in the light of learning outcomes.

© Crown copyright 2000

BEST COPY AVAILABLE

2c Using ICT to support literacy/mathematics	Staff are aware of the need to incorporate ICT as an appropriate resource to support the teaching of literacy/mathematics.	Staff are aware of NLS/NNS training materials and a range of other ICT resources to support the teaching of literacy/mathematics. With the ICT coordinator, the professional development needs of teachers in the use of ICT to support teaching have been identified.	There is close collaboration with the ICT coordinator to support teachers in planning for the appropriate use of ICT in the teaching of literacy/mathematics and in monitoring and evaluating the use of ICT in a range of literacy/mathematics teaching.	ICT is being effectively integrated into teachers' planning for literacy/mathematics. Joint evaluations show that ICT is being used effectively in literacy/mathematics teaching.

Key area 3: Management and deployment of resources				
	Focusing	**Developing**	**Establishing**	**Enhancing**
3a Establishing an effective learning environment	The importance of an effective environment to support the teaching and learning of literacy/mathematics in all classrooms is recognised.	Through classroom observations and an audit of resources, key areas for action have been identified in order to promote an effective environment which will support children's learning of literacy/mathematics.	A systematic plan is in place to support improvement of the environment in which children learn literacy/mathematics.	The school environment makes a key contribution to literacy/mathematics learning for all children.
3b Deployment of additional adults	The expertise and skills of additional adults are matched to identified needs for support in literacy and mathematics across the school.	Support systems are developing between additional adults and teachers for planning support and reviewing the progress of individuals/groups of children.	The impact of support by teachers and additional adults is evaluated against both quantitative and qualitative learning outcomes.	Monitoring of the impact of additional adult support shows that a difference is made to children's attainment and progress. There is a clear understanding between the teacher and additional adult of the learning needs of children.

© Crown copyright 2002

Key area 4: Professional development into practice				
	Focusing	**Developing**	**Establishing**	**Enhancing**
4a Identifying CPD (Continuing professional development) needs	Information about training is selected and staff are encouraged to attend relevant courses.	Staff are helped to be more selective about the type of professional development in which they participate and relate this closely to the literacy/ mathematics action plan.	A CPD policy which relates to individual and school needs with clear links to the development of literacy/mathematics is in place. Most staff are committed to the policy and understand how it will impact on their own professional development.	The planned CPD programme supports school, LEA and national priorities and meets the needs of all staff. The impact of the CPD programme is monitored and evaluated systematically.
4b Supporting colleagues	Resources to support colleagues in improving the teaching of literacy/ mathematics are managed and organised. Individuals are supported on request to help them to improve the quality of the teaching of literacy/mathematics.	A planned programme of support is being developed in order to address whole-school and individual needs. This support programme includes trainee teachers and other additional adults.	There is a coherent support programme in place and all staff are involved in a review and evaluation of the professional development and support they have received. When appropriate the impact of professional development is evaluated through visits to classrooms and informal feedback. A planned programme of support has been devised, responding to whole-school and individual needs.	All staff are supported in developing high quality teaching and learning in literacy/mathematics. Evaluation of the support shows positive impact on teaching and learning.

© Crown copyright 2002

Section 2: Coordinator planner

Rationale for the coordinator planner

The coordinator planner forms part of the coordinator's handbook, which itself is part of a wider support programme for literacy and mathematics coordinators.

This document is designed to supplement existing school materials.

It is intended to help coordinators to identify key leadership and management tasks across a year and as such will support ongoing audit and action planning processes.

What does the planner focus on?

- The planner focuses on the key tasks which a coordinator will need to address over an academic year.
- It highlights the expected key activities across each half term and shows the ongoing monitoring and evaluation aspects of the coordinator role as a key area.

How does it work?

- The first exemplar gives a generic overview of the key coordinator tasks for the year.
- The second exemplar shows how an individual coordinator has completed the planner, with key tasks identified which meet the specific needs of the school.
- There is a blank planner pro forma on the CD-ROM which may be of use to you in planning your key actions across the year.

How do I use the planner?

- Use the planner to supplement the action plans you may already have produced as part of your coordinator role and to help you prioritise and plan for specific actions during each half term.
- Read the first section of the planner to identify the key coordinator tasks for the year.
- Compare these generic tasks with the priorities for your school and your role within the school.
- Use the exemplar planner as a guide as to how you might complete the planner to meet the needs of your school.
- Complete the planner and share with the headteacher and key colleagues to gain an overview of the main activities across other core subjects and key priorities in your school.
- Amend key activities as needed in the light of the whole-school improvement plan and following discussion with colleagues.

© Crown copyright 2002

Coordinator Planner: LITERACY

Putting the audit and action plan into practice

The planner identifies the key tasks for raising standards over four terms.

Academic year/s:	Summer term		Autumn term		Spring term		Summer term	
	April – May	June – July	Sept – Oct	Nov – Dec	Jan – mid-Feb	Mid-Feb – April	April – May	June – July
Auditing and action planning; setting priorities		Whole-school 'mini' audit of literacy. Identify key priorities – update literacy action plan in the light of findings. Agree with headteacher CPD programme/ coordinator support for coming academic year based on the mini audit.	Identify key priorities for literacy development, e.g. whole school; key stage; year group in revised audit and action plan. Share revised school action plan, to include CPD and coordinator support programme, at staff meeting.		Mid-year review of action plan priorities. Adjust plan in the light of feedback from monitoring of teaching and learning and evaluation of CPD programme.	Audit of literacy resources to inform the whole school budget-setting process.		Whole-school 'mini' audit of literacy. Identify key priorities – update literacy action plan in the light of findings. Agree with headteacher CPD programme/ coordinator support for coming academic year based on the mini audit.
Analysis of data and work scrutiny; curricular target setting		Analyse outcomes of KS1 and KS2 and optional tests. Teachers record assessments against key objectives and pass on to next year group. Collect copies to identify any specific curricular targets. Ensure all relevant assessment and test data have been passed on to class teachers and other relevant staff, e.g. the SENCO/ EMAG staff. Consider whole-school/ year group curricular targets as a result of analysis and audit.	With headteacher use school data and the Autumn Package to inform discussion of standards and setting of numerical targets. Agree procedures for monitoring children's progress across the term/ year. Collate curricular targets in key literacy areas for each year group. Check that these targets are reflected in medium- and short-term plans.	Ensure that children's progress is tracked on a termly basis against key objectives and other sources of reference, e.g. teacher assessments and scrutiny of work as appropriate. Discuss with teachers a review of year group curricular targets.		Ensure that children's progress is tracked on a termly basis against key objectives and other sources of reference, e.g. teacher assessments and scrutiny of work as appropriate. Discuss with teachers a review of year group curricular targets.		Analyse outcomes of KS1 and KS2 and optional tests. Teachers make assessments against key objectives and pass on to next year group. Collect copies to identify and specific curricular targets. Ensure all relevant assessment and test data has been passed on to class teachers and other relevant staff, e.g. the SENCO/ EMAG staff. Consider whole-school/ year group curricular targets as a result of analysis and audit.

© Crown copyright 2002

BEST COPY AVAILABLE

Academic year/s:	Summer term		Autumn term		Spring term		Summer term	
	April – May	June – July	Sept – Oct	Nov – Dec	Jan – mid-Feb	Mid-Feb – April	April – May	June – July
Whole-school planning	Check that medium-term plans are in place in all year groups. Support planning as needed.	Ensure that teachers carry out end-of-year evaluation of medium-term plans – to inform audit and action plan. Ensure that annotated medium-term plans are passed to teacher in next year group to consider what has been taught and learned and what needs to be focused on next.	Check that medium-term plans are in place in all year groups. Support planning as needed.	Encourage teachers to consider termly modification of medium-term plans.	Check that medium-term plans are in place in all year groups. Support planning as needed.	Encourage teachers to consider termly modification of medium term plans	Check that medium-term plans are in place in all year groups. Support planning as needed.	Ensure that teachers carry out end of year evaluation of medium-term plans – to inform audit and action plan. Ensure that annotated medium-term plans are passed to teacher in next year group to consider what has been taught and learned and what needs to be focused on next.
Children identified for additional support	Review procedures for selection of children receiving additional support – discuss with, e.g. SENCO, EMAG staff.	Assess impact of intervention programmes – check school improvement plan includes capacity to deliver intervention programmes during next academic year.	Organise training for teachers and teacher assistants as needed.	Ensure screening processes for additional support programmes are in place.		With headteacher and relevant teachers/ teacher assistants, review progress of children receiving additional support.	Review procedures for selection of children receiving additional support – discuss with, e.g. SENCO, EMAG staff.	Assess impact of intervention programmes – check school improvement plan includes capacity to deliver intervention programmes during next academic year.
Coordinator support and CPD programme; monitoring of teaching and learning		Review impact of this year's support and CPD programme.	Agree with head-teacher specific CPD programme and focus of support for the year. Agree monitoring programme with head-teacher, in accordance with the action plan.					Review impact of this year's support and CPD programme.

© Crown copyright 2002

BEST COPY AVAILABLE

Exemplar Coordinator Planner: LITERACY

Putting the audit and action plan into practice

The planner identifies the key tasks for raising standards over four terms.

Academic year/s:	Summer term		Autumn term		Spring term		Summer term	
	April – May	June – July	Sept – Oct	Nov – Dec	Jan – mid-Feb	Mid-Feb – April	April – May	June – July
Auditing and action planning; setting priorities		Coordinate whole-school 'mini' audit of literacy. Identify key priorities – update literacy action plan in the light of findings. **Identify guided reading as key area for development – whole-school focus.** Agree with headteacher CPD programme/ coordinator support for coming academic year based on the mini audit.	Identify key priorities for literacy development, e.g. whole school, key stage, year group in revised audit and action plan. Share revised school action plan, to include CPD and coordinator support programme, at staff meeting.		Mid-year review of action plan priorities. Adjust plan in the light of feedback from monitoring of teaching and learning and evaluation of CPD programme.	Audit of literacy resources to inform the whole-school budget-setting process.		Whole-school mini audit of literacy. Identify key priorities – update literacy action plan in the light of findings. Agree with headteacher CPD programme/ coordinator support for coming academic year based on the mini audit.
Analysis of data and work scrutiny; curricular target setting		Analyse outcomes of KS1 and KS2 and optional tests. Ensure teachers make assessments against key objectives and pass on to next year group. Collect copies to identify any specific curricular targets. Ensure all relevant assessment and test data has been passed on to class teachers and other relevant staff, e.g. the SENCO/EMAG staff. Consider whole-school/ year group curricular targets as a result of analysis and audit.	With headteacher, use school data and the Autumn Package to inform discussion of standards and setting of numerical targets. Agree procedures for monitoring children's progress across the term/year. Collate curricular targets in key literacy areas for each year group. Check that these targets are reflected in medium- and short-term plans.	Ensure that children's progress is tracked on a termly basis against key objectives and other sources of reference, e.g. teacher assessments and scrutiny of work as appropriate. **'Critical friend' observation of guided reading session – review of children's reading progress.** Discuss with teachers a review of year group curricular targets.		Ensure that children's progress is tracked on a termly basis against key objectives and other sources of reference, e.g. teacher assessments and scrutiny of work as appropriate. **Second 'Critical friend' observation of guided reading session – review of children's reading progress.** Discuss with teachers a review of year group curricular targets.		Analyse outcomes of KS1 and KS2 and optional tests. Ensure teachers make assessments against key objectives and pass on to next year group. Collect copies to identify any specific curricular targets. Ensure all relevant assessment and test data has been passed on to class teachers and other relevant staff, e.g. the SENCO/ EMAG staff. Consider whole-school/ year group curricular targets as a result of analysis and audit.

© Crown copyright 2002

BEST COPY AVAILABLE

Academic year/s:	Summer term		Autumn term		Spring term		Summer term	
	April – May	**June – July**	**Sept – Oct**	**Nov – Dec**	**Jan – mid-Feb**	**Mid-Feb – April**	**April – May**	**June – July**
Whole-school planning	Check medium-term plans are in place in all year groups. Support planning as needed.	Ensure that teachers carry out end of year evaluation of medium term plans – to inform audit and action plan. Ensure annotated medium-term plans are passed to teachers in next year group to consider what has been taught and learned and what needs to be focused on next.	Check medium term plans are in place in all year groups. Support planning as needed. **Teachers to focus on detailed planning of a guided reading session. Headteacher and coordinator to monitor this planning – linked to observation.**	Encourage teachers to consider termly modification of medium-term plans.	Check medium-term plans are in place in all year groups. Support planning as needed. **Teachers to focus on detailed planning of a guided reading session. Headteacher and coordinator to monitor this planning – linked to observation.**	Encourage teachers to consider termly modification of medium-term plans.	Check medium-term plans are in place in all year groups. Support planning as needed.	Ensure that teachers carry out end of year evaluation of medium-term plans – to inform audit and action plan. Ensure annotated medium-term plans are passed on to teacher in next year group to consider what has been taught and learned and what needs to be focussed on next.
Children identified for additional support	Review procedures for selection of children receiving additional support – discuss with, e.g. SENCO, EMAG staff.	Assess impact of intervention programmes – check school improvement plan includes capacity to deliver intervention programmes during next academic year.	Organise training for teachers and teacher assistants as needed.	Ensure screening processes for additional support programmes are in place.		With headteacher and relevant teachers / teacher assistants, review progress of children receiving additional support.	Review children receiving additional support – discuss with, e.g. SENCO, EMAG staff.	Assess impact of intervention programmes – check school improvement plan includes capacity to deliver intervention programmes during next academic year.
Coordinator support and CPD programme; monitoring of teaching and learning		Review impact of this year's support and CPD programme. **Outcomes from CPD and feedback on monitoring and observations discussed at staff meeting.**	Agree with head-teacher specific CPD programme and focus of support for the year. **INSET day focused on guided reading.** Agree monitoring programme with headteacher, in accordance with the action plan.	**Headteacher and co-ordinator lead 'critical friend' observations of guided reading.** **Staff meeting time to review progress and share feedback on observations and impact of training.**		**Headteacher and co-ordinator lead 'critical friend' observations of guided reading.** **Staff meeting time to review progress and share feedback on observations and impact of training.**		Review impact of this year's support and CPD programme. **Outcomes from CPD and feedback on monitoring and observations discussed at staff meeting.**

© Crown copyright 2000

BEST COPY AVAILABLE

Introduction to the training modules

Rationale for the training materials

The training modules provided in this handbook are designed to support your ongoing professional development. The table below provides an overview of the modules. Some modules have been prepared jointly by the National Literacy and Numeracy Strategies and include common material. Other modules have been designed to support coordinators in developing specific aspects of their respective subjects.

The materials are designed to supplement existing training and support materials that you have received from the LEA, the TTA and training you may have received from colleagues in the HEI sector or other providers.

What does the training focus on?

The training resources complement the structure and organisation of the self-evaluation grid and seven modules of training are provided to support your work in the four key areas.

Key area		Mathematics modules		Literacy modules	
1	**Establishing priorities, analysing results and reviewing progress**	1a 1b	Establishing priorities Reviewing results, analysing data	1a 1b	Establishing priorities Reviewing results, analysing data
2	**Continuing to improve the quality of teaching and learning**	2a 2b(i) 2b(ii)	Revisiting the plenary Planning for progression Developing the teaching of problem solving	2a 2b	Revisiting the plenary Planning for progression
3	**Management and deployment of resources**	 3b	 Managing the deployment of additional adults	3a 3b	Creating an effective learning environment Managing the deployment of additional adults
4	**Professional development into practice**	4a	Planning for effective professional development	4a	Planning for effective professional development

How are the modules organised?

All modules follow a common format and structure. They are designed to build on the self-evaluation grid and support the identification of key points for action to be included in your coordinator planner.

The organisation of the modules into training days, sessions or stand-alone units will be decided by the LEA NLS and NNS line managers and consultants who have been briefed on the materials.

© Crown copyright 2002

Key area

Establishing priorities, analysing results and reviewing progress

© Crown copyright 2002

Module

Establishing priorities

90 minutes

Module OHTs and briefing notes

Objectives and overview

5 minutes

OHT 1a.1

Objectives

- To identify achievements to date and the role the coordinator has played in helping schools raise standards in literacy and mathematics
- To identify national priorities for raising standards in literacy and mathematics

The National **Literacy** *and* **Numeracy** *Strategies* — Literacy and mathematics coordinators

Notes:

National priorities

OHT 1a.2

HMI reports on the NLS and NNS National picture

NLS

- The Strategy continues to be the major influence on teaching, reading and writing in English primary schools.
- The quality of the teaching continues to improve although some weaknesses remain.
- Boys continue to do less well than girls at both key stages.
- The systematic and daily teaching of phonics is not secure and needs closer monitoring and attention.

NNS

- The daily mathematics lesson is firmly established.
- Improvements in the quality of teaching have been consolidated although some weaknesses remain.
- Better use is being made of teaching assistants.
- Many headteachers continue to provide effective leadership, but in some schools they are not involved sufficiently in monitoring the quality of teaching or in supporting the mathematics coordinator.

The National **Literacy** *and* **Numeracy** *Strategies* — Literacy and mathematics coordinators

Notes:

© Crown copyright 2002

For coordinators in special schools and settings:

- *NLS and NNS are firmly embedded in special schools.*
- *Good practice is becoming widespread and is beginning to raise standards.*
- *Pupil achievement has risen most in English and mathematics, reflecting schools' successful implementation of the NLS and NNS.*
- *Schools are continuing to refine the match of activities to pupils' needs, especially those of the least able.*

Notes:

Progress data KS1 – KS2 **OHT 1a.3**

		2001 KS2 English			2001 KS2 Mathematics		
		3	4	5	3	4	5
1997 KS1 Av Level	1	46%	31%	1%	50%	28%	1%
	2C	27%	63%	8%	34%	56%	7%
	2B	11%	69%	19%	21%	63%	16%
	2A	2%	52%	45%	6%	57%	36%
	3	0%	25%	74%	1%	31%	67%

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

© Crown copyright 2002

The following are national priorities for the NNS and NLS:

National priorities OHT 1a.4

NNS

- Improving planning and teaching
- Springboard programmes
- More able children
- Strengthening teachers' subject knowledge
- Building local capacity through support for LMTs

The National **Literacy** *and* **Numeracy** *Strategies*

NLS

- Management and leadership in schools
- Improving teaching further
- Strengthening teachers' subject knowledge
- Literacy support programmes

Literacy and mathematics coordinators

For coordinators in special schools and settings:

NLS	*NNS*
Areas requiring further attention	***Areas requiring further attention***
• *The progressive teaching of phonics*	• *Effective teaching and learning strategies for the plenary session*
• *The development of writing*	• *The grouping of pupils*
	• *Providing appropriate levels of work, differentiated for the individual needs of pupils within those groups*
	• *Limited subject knowledge*

Notes: _____

Part B(i) Course material (for mathematics coordinators)

More on NNS priorities

- In the mental and oral starter insufficient attention is given to identifying and developing children's mental calculation strategies.
- Insufficient attention is given to the teaching of problem solving.
- The plenary remains the weakest part of the lesson: links to assessment need to be strengthened.
- In too many classrooms expectations remain low.
- Planning needs to be focused more on the learning objectives with less reliance given to commercial schemes and worksheets.
- Teachers' subject knowledge needs to improve in key aspects of mathematics.
- Planning for progression from mental to written methods of calculation needs to be better understood.

© Crown copyright 2002

Notes:

HMI reports on the NNS/NLS Management and leadership in schools OHT 1a/5

NNS

- Many improvements but with important areas requiring further attention
- Monitoring teaching and learning
- Focus on accurate diagnosis of children's learning needs
- Management of intervention programmes
- Deployment of teaching assistants

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

The role of the coordinator

Notes

- Knowing what is being taught and how well it is taught is important if coordinators are to support teachers in improving the quality of teaching and learning.
- A key factor in the further improvement of literacy and mathematics teaching is the effective use of assessment of children's progress.
- Springboard programmes are most effective when targeted at supporting those children who, with additional teaching, can catch up with their peers. Coordinators have an important role in the management of intervention programmes.
- Many teachers will require guidance from their coordinator on how they might make effective use of a teaching assistant during the literacy hour and the daily mathematics lesson.
- Headteachers have a crucial role to play in ensuring the NLS and NNS continue to raise standards. Coordinators have an important role to play in supporting headteachers in managing the Strategies.
- Identified gaps in teachers' subject knowledge should inform in-service sessions as part of the school's CPD programme.
- Working with the whole staff to agree on progression in key areas of literacy and mathematics helps teachers plan and strengthens the continuity in children's learning.

© Crown copyright 2002

Notes:

Part B(ii) (for literacy coordinators)

Key questions for discussion on return to school

Questions for coordinators to consider:

- How might coordinators, in their schools, make effective use of the support being provided by the NNS/NLS?
- Do coordinators have any good models for the use of these materials that they can share with their colleagues?

Key points for action:

More on NLS priorities

- The plenary is still problematic for many teachers, with the link to lesson objectives and learning outcomes needing to be strengthened.
- In guided reading, the links to independent work and the development of comprehension strategies, need to be strengthened.
- The priority area remains the teaching of writing. The training materials (DEW and GFW) need to be more widely disseminated and used to support teaching.
- Too many teachers are not making explicit links between the daily word level activities and the process of reading and writing.
- The pattern indicates that tasks are often not well matched to the needs of children.

© Crown copyright 2002

OHT 1a.6 shows issues that have been raised about the leadership and management of the Strategy in schools.

HMI reports on the NNS/NLS Management and leadership in schools **OHT 1a.6**

NLS

- Many improvements but with important areas requiring further attention
- The analysis and interpretation of numerical data to set curricular targets
- Monitoring teaching and learning
- Management of intervention programmes

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

© Crown copyright 2002

Module

Reviewing results, analysing data

75 minutes

Module OHTs and briefing notes

Objectives for the module

Objectives OHT 1b.1

- To analyse the Autumn Package and schools' PANDAs and explore how they might be used effectively to set targets and raise standards
- To help coordinators become more skilled in analysing performance data
- To consider ways of working with schools to help them analyse performance data
- To clarify the role of coordinators in supporting schools with the analysis of performance data

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

Sources of data OHT 1b.2

- Observation of pupils working
- Pupils' written work
- Half termly teacher assessments
- Annual teacher assessments
- Baseline assessment
- NC statutory tests at the end of Year 2 and Year 6
- QCA optional tests in Year 3, Year 4 and Year 5
- Other annual tests, e.g. NFER
- PANDA / PICSI
- Autumn Package

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

© Crown Copyright 2002

The Autumn Package **OHT 1b.3**

- **Introduction**
- Section 1: 2001 National Summary Results
- Section 2: National value added information
  Value-added lines and progress charts
- Section 3: National Benchmark Information
  Prior attainment benchmark tables
  Free school meal benchmark tables
- Section 4: Performance and Assessment Report
- Section 5: Ready reckoner
- Section 6: Useful contacts

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

What is the Autumn Package for? **OHT 1b.4**

- To provide a basis for performance comparisons and self-evaluation by looking at school and pupil results
- To increase understanding of performance issues within the school
- To assist schools in target setting
- To assist in discussions with individual pupils/teachers/parents

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

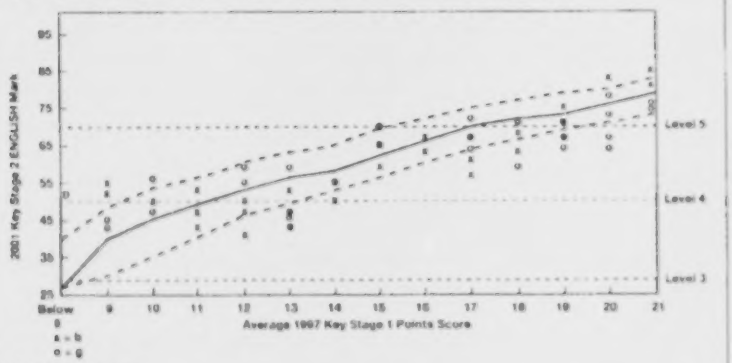
Notes:

© Crown copyright 2002

OHT 1b.6/HO1b.1

OHT 1b.6

Graph 2.1 2001 Key Stage 2 English value-added line and progress chart



The National **Literacy** *and* **Numeracy** *Strategies* — Literacy and mathematics coordinators

Notes:

- Progress of higher-attaining boys is good but progress of girls is not as good as that nationally.
- Progress of lower-attaining pupils (around level 2C at Key Stage1), particularly boys, is not as good as that nationally.
- A small group of lower-attaining boys and girls (level 1) made excellent progress.

OHT 1b.6

An anonymous primary school
Percentage of pupils achieving level 2 or above

	95%	UQ		60%		40%		LQ		5%	Interpretation
Reading (tests/tasks)	100	94		90	**90**	84		78		62	C
Writing (tests)	100	95		92	**86**	86		80		63	C
Mathematics (tests)	100	99		96		91	**90**	87		75	D
Science (1A)	100	100	**97**	95		90		85		68	B
	A*	A		B		C		D	E		E*

The National **Literacy** *and* **Numeracy** *Strategies* — Literacy and mathematics coordinators

© Crown copyright 2002

Notes:

Identify action points

Systematically analysing data can help schools to:

- set realistic but challenging school/group/individual targets, including interim targets;
- help teachers to identify what pupils need to be able to do in order to reach their curricular targets;
- identify groups of pupils or individuals who would benefit from intervention programmes such as Further Literacy Support. This will help schools use their resources more effectively.

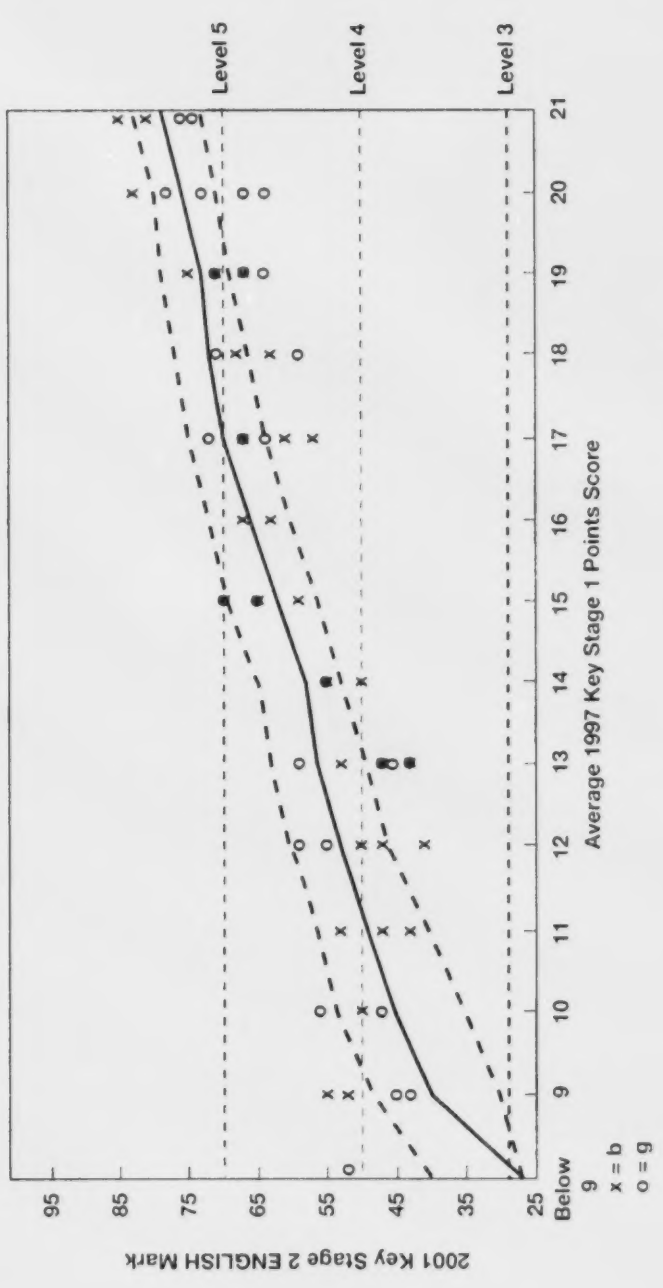
Plenary 5 minutes

Briefly record any points that have arisen from this session – in particular, any support required to analyse data during the Summer and Autumn terms. Return to the self evaluation grid and make amendments. Write two action points following this consideration – map these onto the coordinator planner.

Notes:

© Crown copyright 2007

Graph 2.1 2001 Key Stage 2 English value-added line and progress chart



© Crown copyright 2002

Roles and responsibilities: Statement cards

Collect all pupil performance data for a school	Analyse pupil performance data in school over time
Use item analysis data in tests	Analyse pupil performance data in relation to the Autumn Package
Identify school in relation to benchmarking data	Set curricular targets for literacy
Record progress of different groups of pupils (EAL, gifted and talented, Travellers ...)	Monitor the progress of pupils with SEN
Set numerical targets for literacy in the school	Use value-added measures to judge progress

© Crown copyright 2002

The role of coordinators in the analysis of performance data

1) Put a '1' to indicate who should in your opinion take the lead in each case.

2) Put a '2' to indicate anyone who should be involved or consulted.

	Statement	Coordinator	Headteacher	Key teacher	Class teacher	Consultant
A	Collect together all pupil performance data for a school.					
B	Be aware of the pupil performance data in their school over time.					
C	Help their school with item and error analysis of data.					
D	Understand where their school is in relation to benchmark schools.					
E	Help individual teachers set curricular targets in literacy.					
F	Keep a record showing the progress of different groups of pupils (EAL, gifted and talented, Travellers...) in each class.					
G	Support teachers in exploring the progress of pupils with SEN.					
H	Contribute to setting literacy targets for the school.					
I	Help to judge whether the school is adding value.					

3) Discuss any principles that emerge about the allocation of responsibility.

© Crown copyright 200

BEST COPY AVAILABLE

Key area

Continuing to improve the quality of teaching and learning

© Crown copyright 2002

Module

Revisiting the plenary

75 minutes

Objectives for the module

Module OHTs and briefing notes

Returning to the self-evaluation grid

Objectives OHT 2a.1

- To support coordinators in identifying the key features of effective plenary sessions
- To make suggestions for how schools can improve the effectiveness of the plenary session

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

HMI reports on the NLS and NNS Teaching issues for schools OHT 2a.2

NLS

Areas requiring further attention

- managing and developing the literacy hour
- the teaching of wrong – in particular at the sentence level
- the teaching of phonics and spelling
- use of independent time and group work

NNS

Areas requiring further attention

- managing the main and plenary part of the lesson
- making more effective use of teaching resources
- the quality and consistency of children's progress

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

© Crown copyright 2002

Features of effective plenary sessions

Option 1
Focus on the plenary – the literacy hour

Objectives OHT 2a:3

- To identify the features of effective plenary sessions
- To introduce a framework to support monitoring and evaluation of the plenary

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

When planning plenaries teachers need to:

- take account of the plenary and provide a range of opportunities for children to review their learning, clarify their new understanding, discuss what they have been taught;
- identify questions that will help the children to consolidate and extend their literacy skills and recognise the progress they have made towards meeting the lesson's objectives and any targets that have been set;
- build links between the plenary and other elements of the lesson.

Notes:

During the plenary, teachers need to:

- challenge children to justify and refine their ideas and findings;
- provide feedback which aims to clarify, refine and extend children's thinking, reasoning and communication skills;
- assess the learning against the lesson objectives and log this information to inform future plans.

Notes:

© Crown copyright 2002

After the plenary, teachers need to:

- review the success of the plenary and briefly record information gathered on particular children;
- use the information to inform future plans.

Notes:

Features of effective plenary sessions

Option 2
Focus on the plenary – the daily mathematics lesson

When planning plenaries teachers need to:

- take account of the plenary and provide a range of opportunities for children to review their learning, clarify their new understanding, discuss what they have been taught;
- identify questions that will help the children to consolidate and extend their mathematics skills and recognise the progress they have made towards meeting the lesson's objectives and any targets that have been set;
- build links between the plenary and other elements of the lesson.

Notes:

During the plenary, teachers need to:

- challenge children to justify and refine their ideas and findings;
- provide feedback which aims to clarify, refine and extend children's thinking, reasoning and communication skills;
- assess the learning against the lesson objectives and log this information to inform future plans.

© Crown copyright 2002

Notes:

After the plenary, teachers need to:

- review the success of the plenary and briefly record information gathered on particular children;
- use the information to inform future plans.

Notes:

Planning for plenaries leaflet

Copies of the plenary leaflet were given out at the headteachers' conferences and many coordinators may already have seen the leaflet. The text from the planning plenaries leaflet can be located in this handbook.

Notes on the observation of the video sequence:

Key points for action

Note the following:

- effective plenaries have to be planned;
- questioning children is an important part of a plenary;
- probing questions assess what learning has taken place;
- the plenary is the opportunity to gather assessment information that will inform future planning.

© Crown copyright 2002

Features of effective plenary sessions

Option 3
Focus on the plenary – highlights from the literacy and mathematics plenary sessions

It is important to remember that the prompts apply to a range of plenaries. There is no expectation that teachers planning and teaching should show all aspects in one plenary.

When planning plenaries, teachers need to:

- take account of the plenary and provide a range of opportunities for children to review their learning, clarify their new understanding, discuss what they have been taught;
- identify questions that will help the children to consolidate and extend their literacy and mathematics skills and recognise the progress they have made towards meeting the lesson's objectives and any targets that have been set;
- build links between the plenary and other elements of the lesson.

Notes:

During the plenary, teachers need to:

- challenge children to justify and refine their ideas and findings;
- provide feedback which aims to clarify, refine and extend children's thinking, reasoning and communication skills;
- assess the learning against the lesson objectives and log this information to inform future plans.

Notes:

After the plenary, teachers need to:

- review the success of the plenary and briefly record information gathered on particular children;
- use the information to inform future plans.

© Crown copyright 2002

Notes:

Observation of the video sequence:

Key questions for discussion on return to school

- What is it that you feel you need to emphasise to your colleagues about what makes an effective plenary?
- What is it that you will ask their colleagues to do in order to improve their plenaries?
- What support could you give to their colleagues in planning better plenaries?

Key points for action:

© Crown copyright 2002

Features of effective plenary sessions

When planning plenaries teachers need to:

- take account of the plenary and provide a range of opportunities for children to review their learning, clarify their new understanding, and discuss what they have been taught;
- identify questions that will help the children to consolidate and extend their literacy and mathematics skills and recognise the progress they have made towards meeting the lesson's objectives and any targets that have been set;
- build links between the plenary and other elements of the lesson.

During the plenary, teachers need to:

- challenge children to justify and refine their ideas and findings;
- provide feedback which aims to clarify, refine and extend children's thinking, reasoning and communication skills;
- assess the learning against the lesson objectives and log this information to inform future plans.

After the plenary, teachers need to:

- review the success of the plenary and record briefly information gathered on particular children;
- use the information to inform future plans.

© Crown copyright 2002

Framework for monitoring and observing the plenary
Generic questions/question stems

Ways of thinking	Examples of question prompts
Returning Returning to the learning in the literacy hour: • recall • revisit • reflect • clarify	• What, when, where, who? related to – characters, settings, key events, time scale/sequence • Also questions related to – name/genre of text, features of text, layout/presentation • Basic recall/recasting of information
Connecting Encouraging children to link the learning from this lesson to prior knowledge: • highlight • classify and categorise • identify patterns • summarise	• From what you have read so far, can you predict…? • What are the features of…? • What are the similarities or differences…? • Can you summarise…? • Can you describe/identify… • What sort of order/sequence is used…? • How does this relate to…? • Can you group/sort/classify… • Do you know another time when you…? • Compare… with… • Can you distinguish between…?
Generalising Building on previous learning to establish new conclusions and theories: • conclude • codify • reason • justify	• If you were making a checklist for… what would you include? • Why did the author use…? • What do you now know about…? • What type of text/poem is this? • How do you know? • What generalisations can we make about when we use…? • How would you plan…? • How can you improve…?
Accommodating Taking new learning and using it to test prior knowledge and new or unresolved questions: • speculate • hypothesise • imply • apply	• If we apply our checklist to this text, what judgements could we make about… (structure/language features)…? • If we wanted to create a similar style or effect in our own writing. What would we need to include…? • How can we use what we have learned about … when we write… in… (cross-curricular application)…? • What alternatives or alterations could you suggest? • What problems could you encounter as an author when writing…? • Does the text meet the intended audience and purpose? • How could you change the text form and language to suit a different audience?

BEST COPY AVAILABLE

© Crown copyright 2002

Video observation

Focus on the plenary – the literacy hour

	Comments
• **Before the plenary** How did the teacher prepare the children for the plenary? How were the activities in the lesson structured and planned to support the plenary?	
• **During the plenary** How did the plenary help the children secure their learning? What opportunities were there for the teacher to assess and monitor learning? How did the children demonstrate their new learning and understanding?	
• **After the plenary** Following this plenary what are the implications for future planning? How could future plenary sessions be used to deepen the understanding developed in this lesson?	

© Crown copyright 2002

Suggestions for improving the plenary part of the lesson

Handout 2a.4

Aspects to consider when planning and teaching the plenary	Examples of these aspects observed in a plenary	Aspects that could feature more in future plenaries
Making links • To the objective/s for the lesson/s • To previous lessons • To future lessons/units of work • To position of lesson in overall unit • To other aspects of mathematics • To other subjects in the curriculum • To what will be taught next to give children a clear idea • To what has been completed at home • To other ways of recording • Between informal/formal methods of recording and presentation • To the next stage of refining methods		
Assessing • Against key teaching and learning points • Key points and methods to remember; revise; practise • Key words, facts, ideas, notation • Consolidating knowledge and understanding • Clarifying children's developing knowledge and skills • Recognising and correcting errors and misconceptions • Checking and extending children's use of vocabulary • Learning against targets (individual or group) • Learning against key objectives • Formative assessment to inform planning • The role of additional adults		
Questioning • Targeted • Prompting • Probing • Open • Challenging assumptions and conclusions • Prompting children to ask their own • Testing generalisations and hypotheses • Solutions and strategies • To address errors and misconceptions • To gauge children's responses what they know what they have learned what they need to practise further		

It is important to note that not all aspects outlined above would be seen in any one plenary session.

© Crown copyright 2002

Module

Planning for progression

75 minutes

Module OHTs and briefing notes

Objectives for the module

Objectives **OHT 2b.1**

- To revisit the principles and practice of medium- and short-term planning
- To consider the effect of a teaching sequence for English, to reduce planning load

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

Criteria for an effective medium-term plan

An effective medium-term plan:

- assembles the text, sentence and word level objectives into coherent (mostly two-week) units;
- recognises that some sentence and word level objectives will be taught discretely and others will be integrated into the theme of the unit;
- includes all objectives from the NLS *Framework*, repeating some as appropriate;
- indicates texts to be studied and pupil outcomes for each unit of work;
- indicates areas of focus for speaking and listening;
- orders the units in the term's timetable to accommodate related work in other curriculum areas;
- assumes the teacher will be reading a novel (or other texts) to the class on a regular basis outside the literacy hour throughout the term;
- assumes that children will be expected to read and write outside the literacy hour, including at home.

Criteria for an effective Unit Plan

An effective Unit Plan:

- specifies text(s) for reading and outcome(s) for writing;
- indicates a speaking and listening focus and possibly a speaking and listening outcome;
- works through the teaching sequence from reading to writing;

© Crown copyright 2002

- recognises that in some units some text level objectives may be more thoroughly covered than others;
- plots the discrete sentence and word level objectives;
- indicates where sentence and word level objectives are integrated in shared reading and writing

Notes:

Core teaching in reading OHT 2b.2

- Introduction to text
- Reading strategies
  - applying the searchlights model
  - techniques to navigate texts
  - comprehension strategies
- Response to text
- Development of specific reading objective(s)

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

Core teaching in writing OHT 2b.3

- Analysing texts (reading for writing)
- Introduction to writing (on the basis of specific writing objective):
  - gathering/transferring content/stimulating
  - deciding form to fulfil purpose and match audience
- Writing process: planning, drafting, revising, editing

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

© Crown copyright 2002

Notes:

A teaching sequence for shared reading and writing through a unit OHT 2b.4

Reading and responding	• Introduction to reading (e.g. activating prior learning) • While reading text, teach reading strategies (e.g. toolkit, navigation or comprehension) • Response (e.g. likes, dislikes, questions for the author) • Specific focus of reading objective(s)
Analysing texts (reading for writing)	• Analysis of texts for structural and language features • Deriving principles of effective writing from these text models
Planning and writing	• Gather/transfer content, stimulate • Discuss audience, purpose, form • Plan, draft, revise, edit

The National **Literacy** *and* **Numeracy** *Strategies* — Literacy and mathematics coordinators

Notes:

A teaching sequence for shared reading and writing through a unit on Issues and dilemmas Year 4 Term 3 OHT 2b.5

Reading and responding	• Introduce text with a dilemma, e.g. *The Balaclava Story* (T1) • While reading text for T1, demonstrate and practise appropriate reading strategies • Respond to text for T1 (e.g. likes, dislikes, questions for the author) • T1, 10, 20 and 24 (use reading journals)
Analysing texts (reading for writing)	• Analysis of text(s) for use of paragraphs (T3) • Deriving principles for using paragraphs (T3)
Planning and writing	• Stimulate story using poem *I did a bad thing once* (T11) • Discuss audience, purpose, form (T11) • Plan, draft, revise, edit (T11)

The National **Literacy** *and* **Numeracy** *Strategies* — Literacy and mathematics coordinators

© Crown copyright 2002

Notes:

+ sentence and word level OHT 2b.6

Reading and responding	• Introduce text with a dilemma, e.g. *The Balaclava Story* (T1) • While reading text for T1, demonstrate and practise appropriate reading strategies S2, W1 • Respond to text for T1 (e.g. likes, dislikes, questions for the author) • T1, 10, 20 and 24 (use reading journals)
Analysing texts (reading for writing)	• Analysis of text(s) for use of paragraphs (T3) • Deriving principles for using paragraphs (T3)
Planning and writing	• Stimulate story using poem *I did a bad thing once* (T11) • Discuss audience/purpose, form (T11) • Plan, draft, revise, edit (T11) **S2 W1 W2 W3 W13**

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

© Crown copyright 2002

Year 4 Term 3

Unit	Text	Sentence	Word	Weeks (approx.)	Text(s)	Outcome
Poetry	4, 5, 6, 7, (9), 14, 15	1	11, 12, 8	2	Poems of variety of forms	Poems in different forms
Issues and dilemmas 1	1, 3, 10, 11, 20, 24	1, 2	1, 2, 3, 5, 13	2	Class novel, extracts, short stories that raise issues	• Story in paragraphs • Reading journal
Issues and dilemmas 2	8, 9, 12, 20, 24	2, 3	4, 9, 14	2	Class novel, short stories, stories by one author	• Alternative endings to stories • Reading journal
Narrative reading and writing	2, 13	2, 3, 4	1, 2, 3, 6, 13,	3	Stories from other cultures	Extended narrative
Discussion	16, 17, 20, 21, 22, 23, 24	4	1, 2, 3, 7, 14	3	Texts from other curriculum areas, including debates and editorials	• Planning a debate • Debate • Letter, report or script presenting point of view • Summaries
Persuasion	18, 19, 25	3, 4	4, 10, 15	2	Persuasive writing, e.g. adverts, circulars, fliers	Advert, e.g. poster, radio jingle

© Crown copyright 2002

BEST COPY AVAILABLE

Year 4 Term 3: Issues and dilemmas 1

Framework objectives

Text level

1 To identify social, moral or cultural issues in stories, and to discuss how the characters deal with them; to locate evidence in text
3 To understand how paragraphs or chapters are used to collect, order and build up ideas
10 To describe and review own reading habits and to widen reading experience
11 To explore the main issues of a story by writing a story about a dilemma and the issues it raises for the characters
20 To summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words
24 To summarise in writing the key ideas from, e.g. a paragraph or chapter

Sentence level

1 To understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes
2 To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading

Word level

1 To read and spell words through:
- identifying phonemes in speech and writing;
- blending phonemes for reading;
- segmenting words into phonemes for reading;
- correct spelling and reading of high frequency words from KS1 and Y3
- identifying syllabic patterns in multisyllabic words;
- using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge when reading unfamiliar texts.

2 To identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
3 To use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. medical, medicine;
- spelling by analogy with other known words, e.g. light, fright;
- using word banks, dictionaries.

5 To explore the occurrence of certain letters, e.g. 'v' and 'k' and letter strings, e.g. 'wa', (e.g. swat, water), 'wo' (e.g. worship, won) and 'ss' (e.g. goodness, hiss, missile) within words; deduce some of the conventions for using them at the beginning, middle and endings of words;
13 To use joined handwriting for all writing except where other special forms are required.

Speaking and Listening focus (devised for this unit)
- To use discussion to explore dilemmas in stories
- To express thoughts and feelings clearly
- To use focused questioning to obtain further information or insight

Texts

Short story: *The Balaclava Story* from *The Fib and Other Stories* by George Layton
Poem: *I Did a Bad Thing Once* in *Please Mrs Butler* by Allan Ahlberg

Outcomes
- a story, exploring a dilemma
- two reading journal entries

© Crown copyright 1998

BEST COPY AVAILABLE

Year 4 Term 3 Issues and dilemmas 1 Unit plan

Speaking and Listening focus (devised for this unit)	**Texts**	**Outcomes**
• to use discussion to explore dilemmas in stories • to express thoughts and feelings clearly • to use focused questioning to obtain further information or insight	Short story: *The Balaclava Story* from *The Fib and Other Stories* by George Layton Poem: 'I did a bad thing once' in *Please Mrs Butler* by Allan Ahlberg	• a story, exploring a dilemma • two reading journal entries

Days	Whole class work	Whole class work	Independent/guided work	Plenary
1	***Spelling*** *Spelling bank* investigation page 31 *W5*	***Shared text work – reading and S&L*** Read *The Balaclava Story* pages 1-6 (focus on paragraph structure). Discuss boy's problem and the dilemma he faces after the theft *T1, T3*	***Reading and S&L*** Pages 4-6 *The Balaclava Story*. Pairs, text mark thoughts/feelings - diagram of evidence of contrasting feelings *T1*	***Reading and S&L*** Class diagram of evidence of contrasting feelings. Discussion of the boy's action, and likely consequences *T1*
2	***Shared text work – reading, sentence level and S&L*** Read rest of *The Balaclava Story* with the children. Focus on the use of punctuation, particularly of the speech and paragraphs. Discussion – dilemma and the boy's response. Reread pages 3-4 and hot-seat as the boy. Reread 7-8 and child hot-seat. Model questioning. Evaluate children's questions and child's answers. *T1, T3, S2*		***S&L*** Hot-seat in pairs at various points in story. Choose one point for presentation in plenary *T1*	***S&L*** Pair enact hot-seat. Class discover point in text chosen. Repeat. Discussion – compare, contrast and generalise about the dilemma *T1*
3	***Shared text work – S&L*** Discuss - reading habits *T10*	***Sentence level work*** *Grammar for Writing* Unit 30 (pages 94-95) *S1*	***Sentence level work*** *Grammar for Writing* Unit 30 *S1*	***Sentence level work*** *Grammar for Writing* Unit 30 *S1*
4	***Spelling*** Identify 'tricky' bits in list of high frequency and content words and establish strategies for learning and recall *W3*	***Shared text work – responding to reading*** Read and analyse reading journal entry on reading habits. Demo-write part of journal entry on own reading habits *T10*	***Writing*** Reading journal entry – reading habits *T10*	***Reading*** Read poem *I did a bad thing once* Discussion – compare and contrast with theme of *The Balaclava Story* *T1*
5	***Shared text work – reading and planning for writing*** Analyse structure of poem *I did a bad thing once* as basis for three-part story. Plan story A *T3, T11*	***Sentence level work*** Grammar for Writing Unit 30 *S1*	***Sentence level work*** Grammar for Writing Unit 30 *S1*	***Sentence level work*** Grammar for Writing Unit 30 *S1*
6	***Shared text work – planning for writing*** Plan story B on three part structure *T3, T11*	***Spelling*** *Spelling bank* page 32 *W5*	***Spelling*** *Spelling bank* page 32 *W5*	***Spelling*** *Spelling bank* page 32 *W5*
7	***Shared text work – writing, sentence and word level*** Demo-write scribe first section from story plan A – opening and set up dilemma. Focus on punctuation. Re-read section and discuss *T3, T11, S2, W1*		***Writing*** Write first section using story plan B Revise and edit *T3, T11, W1, 2 & 3*	***Reading and S&L*** Share 2 or 3 versions of section, discuss *T3, T11*
8	***Spelling*** Identify 'tricky' bits in words for learning *W3*	***Shared text work - writing, sentence and word level*** Read and analyse second section of story A. Look at punctuation *T3, T11, S2, W1*	***Writing*** Write second section using story plan B Revise and edit *T3, T11, W1, 2 & 3*	***Reading and S&L*** Share 2 or 3 versions of section, discuss *T3, T11*
9	***Shared text work – writing, sentence and word level*** Demo-write scribe third section from story plan A – climax and resolve dilemma. Focus on punctuation. Re-read story and discuss *T3, T11, S2, W1*		***Writing*** Write third section using story plan B Revise and edit *T3, T11, W1, 2 & 3*	***Reading and S&L*** Share 2 or 3 versions of stories. Discuss dilemma. Connect with other stories *T1, T11*
10	***Shared text work – reading, S&L and writing*** Read one child's completed story. Discuss effectiveness. Demo-write summary of child's story *T1, T11 T24*		***Writing*** Write summary for *The Balaclava Story* *T1, T11, T24*	***Reading and S&L*** Read some of summaries. Assess, through discussion, learning about dilemma *T20, T1*

© Crown copyright 2002

BEST COPY AVAILABLE

Year 5 Term 1 Units of clustered objectives

Unit	Text	Sentence	Word	Weeks (approx)	Text(s)	Outcome
Narrative structure	1, 2, 4, 9, 13, 14	3, 6	1, 2, 3, 9	2	• Class novel • Short stories • Extracts	• Reading journal • Narrative planning
Plays	5, 18, 19, 20	2, 5, 7	1, 2, 3	2	Plays of known texts	Scene or short play to be performed
Aspects of narrative	3, 10, 11, 12, 13, 15	4, 5, 7	1, 2, 3, 7, 10	2/3	• Class novel • Short story • Extracts	• Two story beginnings • Reading journal • New scene or character written into a story
Poetry	6, 7, 8, 16, 17	1	4	2	Range of poems	Two contrasting poems
Note-taking and recount	23, 26, 27, 21, 24	1, 3, 4, 5, 8	6, 8	3	• Examples of notes • Recounts of events, activities visits related to other curriculum areas • News reports	• Notes for recounts • Two recounts of same event for different readers
Instructions	22, 25	3, 9	5	1	Instructions linked to other curriculum areas	Instructions to be tested

These units can be taught in any order.

52 Literacy coordinator's handbook
© Crown copyright 2000

Handout 2b.5

Criteria for an effective medium-term plan

An effective medium-term plan:

- assembles the text, sentence and word level objectives into coherent (mostly two-week) units;
- recognises that some sentence and word level objectives will be taught discretely and others will be integrated into the theme of the unit;
- includes all objectives from the NLS *Framework*, repeating some as appropriate;
- indicates texts to be studied and pupil outcomes for each unit of work;
- indicates speaking and listening focus;
- orders the units in the term's timetable to accommodate related work in other curriculum areas;
- assumes the teacher will be reading a novel (or other texts) to the class on a regular basis outside the literacy hour throughout the term;
- assumes that children will be expected to read and write outside the literacy hour including at home.

Criteria for an effective Unit Plan

An effective Unit Plan:

- specifies text(s) for reading and outcome(s) for writing;
- indicates a speaking and listening focus and possibly a speaking and listening outcome;
- works through the teaching sequence from reading to writing;
- recognises that in some units some text level objectives may be more thoroughly covered than others;
- plots the discrete sentence and word level objectives;
- indicates where sentence and word level objectives are integrated in shared reading and writing.

© Crown copyright 2002

Core teaching in reading

Handout 2b.6

• Introduction to text	• establishing purpose for reading • e.g. activating prior learning, experience or reading • e.g. predicting content of book from cover and title
• Reading strategies Applying the searchlights model – techniques to navigate texts – comprehension strategies	• e.g. reading with phrasing and fluency • e.g. skimming, scanning, paragraphs and topic sentences, page layout • e.g. predicting, deducing, inferring, speculating, making connections Children use all of these strategies when they read. However, in Key Stage 1, the focus is mostly on the basic skills tool-kit, moving into a focus on the navigating techniques in Years 3 and 4 and the comprehension strategies in Years 5 and 6. However, these are obviously not exclusive; children deduce in Key Stage 1 and may need to return to the basic tool-kit to read an unfamiliar word in Year 6. It is important that the teacher demonstrates the use of a new strategy. For instance, you could demonstrate how to scan a paragraph looking for a specific fact, thinking aloud as you do so. Then tell the children a fact and ask them to scan for it. Ask the children to tell the class the process they went through.
• Response to text	• e.g. likes and dislikes, what puzzles you and questions you would like to ask the author
• Development of specific reading objective(s)	• e.g. Year 4 Term 1 T1 *to identify social, moral or cultural issues in stories, and to discuss how the characters deal with them; to locate evidence in text*

Core teaching in writing

• Analysing texts (reading for writing)	• analysing texts for structural and language features • deriving principles of effective writing from these models
• Introduction to writing (on the basis of specific writing objective)	• gathering content for writing or transferring it from another curriculum area, for either fiction or non-fiction writing, or stimulating writing through experience or discussion • deciding purpose and audience for writing and choosing the form of writing to fulfil purpose and match audience
• Writing process: planning, drafting, revising, editing	Here the children are applying the principles they gleaned from their analysis of texts. They *plan* using the knowledge they have of text structure. When they compose (*draft and revise*) they use the sentence structures and language features to convey their meaning effectively. They are also applying their word level learning (*drafting and editing*). The use of demonstration, scribing and supported composition as described in *Grammar for Writing* is well established as a series of teaching strategies for teaching drafting. These strategies are equally important for teaching planning and could be used in teaching revising and editing.

© Crown copyright 2002

© Crown copyright 2002

Key area

Management and deployment of resources

© Crown copyright 2002

Module

Creating an effective learning environment

75 minutes

Module OHTs and briefing notes

Returning to the self-evaluation grid

OHT 3a.1

- Where did you locate yourself on the grid?
- What evidence do you have for this judgement?
- What do you think are your priorities for further development?

The National **Literacy** *and* **Numeracy** *Strategies* — Literacy and mathematics coordinators

Notes:

Key principles and priorities

OHT 3a.2

- All decisions on MDR are based on a clear identification of school priorities – supported by national, LEA and school level data.
- Deployment of additional adults and the selection of resources meet the needs of all children.
- All decisions related to MDR are an integral part of whole SIP and relate to key school policies on inclusion, teaching and learning and equal opportunities.
- MDR includes the development of an effective learning environment for all children which recognises their varied needs at differing stages and phases of their education and values their cultures, languages and wider learning experiences.

The National **Literacy** *and* **Numeracy** *Strategies* — Literacy and mathematics coordinators

Notes:

© Crown copyright 2000

Key priorities

OHT 3a.3

- Creation of a positive climate for learning which reflects the values of the parents, staff and children and which enables all children to access learning effectively
- Development of appropriate programmes of support to meet the needs of all children
- Organisation and grouping of children to ensure teaching and learning is as effective as possible
- Effective deployment of additional adults to meet teaching and learning needs
- Effective whole-school implementation of national intervention programmes
- Development of appropriate 'follow on'/Wave 3 provision
- Selection and use of resources to reflect and celebrate the wider community and children's learning needs

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

This module is intended to support coordinators in developing the learning environment in their own school context.

Objectives

OHT 3a.4

- To focus on the importance of the learning environment
- To identify those features of the learning environment which will impact significantly on teaching and learning
- To use a case study to explore key aspects of the learning environment
- To decide priorities and then plan to address the key issues
- To reflect on the next stage of development in coordinators' own school contexts

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

© Crown copyright 2002

Building an effective whole-school learning environment

- What do we mean by an effective school learning environment. What is it? What does it look like across the school? What are the key features you would want to see?

We are going to look specifically at five areas in this session:

- **Display** as a general feature of the classroom
- **Resources** for teaching literacy and mathematics
- **Teaching/learning prompts** specifically for literacy and mathematics
- **Classroom organisation**
- **The child's view** – what is it like being a learner in this classroom?

Notes: _____

Read through the school scenario (Handout 3a.1) and identify the key issues for the case study school under each column.

- All of the areas on the audit are important and all interlink to promote effective teaching and learning. However, as critical friends to the school, we have to help the coordinator to identify key priorities – those which will have the greatest immediate impact on the quality of teaching and learning and the consistency of practice across the school.
- In this module we are going to focus on the column identifying **teaching and learning prompts** because development in this aspect can impact quickly and significantly both on children's learning and on teaching styles.

Prompts to support early writing in a Year 1 class may include :

a word wall with removable high-frequency words for children to access independently;

a word display highlighting key words from literacy lessons and promoting mathematics/science and foundation subject vocabulary as appropriate;

spelling/phonic prompts, such as table-top laminated alphabet strips, or parts of strips, washing line alphabets, families of spellings, class dictionaries, published dictionaries, topic word collections, phoneme frames;

displays which encourage children to engage, e.g. adding to word-building activities and word collections;

reminders of the process of spelling – What do we do when we get stuck? How can we find out? Who else can help us?

© Crown copyright 2002

specific prompts to support current literacy focus, e.g. examples of captions and labels; simple check-list reminders of key features of a sentence;

prompts to support the process of writing, e.g. talk to a friend before you write your sentence; good writers in Class 2 always think before they write; how to be a good talk partner.

How would these teaching and learning prompts for writing look in a Year 5 classroom?

Notes:

Draft a list of the key teaching and learning prompts you would wish to see in each year group to address the issues of increasing and developing the range and quality of vocabulary in the children's writing and the range of sentence structures they use.

Notes:

Returning to the self-evaluation grid

Reflect on your pre-course judgements on the self-evaluation grid – make any amendments. Identify the action points to support the continued improvement in the learning environment in your own school.

Post-course tasks

- Carry out a similar audit in your own school, ideally together with the mathematics coordinator (use blank pro forma if helpful – Handout 3a.2).
- Share findings, and identify key issues arising, with headteacher/SMT/all staff.
- Prioritise and action plan to address issues and support changes in practice.
- Agree whole-school and subject-specific principles re learning environment with mathematics coordinator/headteacher/SMT/all staff.

© Crown copyright 2000

Handout 3a.1

School scenario

Details of the school and its community

Maney Lane Community School is a one-form entry primary school, with a 20 fte place Nursery. It is located in a multicultural and multilingual inner city area, which experiences high levels of deprivation. Over 60% of the pupils are entitled to Free School Meals and 35% of its pupils are on the SEN register. Three children have statements. Some 72% of the pupils come from homes where English is spoken as an additional language. The majority of the ethnic minority pupils are of Pakistani or Bangladeshi heritage.

Although end of key stage tests show that the school is under-performing when compared with similar schools – (PANDA shows the school is graded C in reading and writing at Key Stage 1 and E at Key Stage 2 English compared with similar schools) the school data show that attainment in English is rising and pupils are making good progress at Key Stage 1, but progress is less evident in Years 3 and 4.

The newly-appointed headteacher and the literacy and mathematics coordinators – together with the deputy headteacher form the SMT – are keen to ensure that there is good progress for all pupils across the key stages and this is their major priority. They are committed to developing consistent and cohesive whole-school processes and approaches to raising standards through quality teaching and learning. There are concerns about the quality of the learning environment and the SMT are addressing this as part of their school improvement plan (SIP).

The deputy headteacher and the literacy/mathematics coordinator have conducted an audit of the learning environment and have had the opportunity to visit lessons as part of the audit. This is the report they have produced for the headteacher. The report is confidential at this stage.

© Crown copyright 2002

Audit of the learning environment at Maney Lane Community School, January 2002

School area audited	Display – general	Resources for teaching literacy	Teaching/learning prompts and support	Classroom organisation	Children's perspective
Foundation – Nursery	All areas of learning are well-represented. Good use of display to promote purposeful reading and writing. Literacy emphasised through labelling and interactive display – good use of children's first languages. Displays celebrate and value children's work and cultures. Children encouraged to 'read' and respond to written messages in writing area – good examples of 'real' literacy through use of signs/ labels/ pamphlets/ 'environmental' literacy.	Good book display, including range of bilingual stories and tapes; stimulating and relevant reading and writing resources generally but ICT resources poor. Good range of practical equipment to promote listening skills, identifying sounds, early letter recognition and manipulative skills. Good range of resources in role play representing home cultures – e.g. cooking utensils and range of clothing.	Children are prompted to write their names and self register as they enter Nursery. Supported through photos and name cards. Children are reminded how to care for books through labelled photo display near book boxes. Teaching prompts near sand and water play areas remind staff of key target vocabulary/language construction. Many examples of teacher prompts in all areas to support children's use of materials and to encourage interaction and engagement.	Well-organised spaces; good independent access; quiet areas and smaller spaces for targeted work; well-labelled and well-displayed resources ensure children are developing good independent learning skills – e.g. retrieving and storing equipment carefully.	Children appear confident as they choose activities independently. The majority of children approach adults for help as needed and work co-operatively – sharing toys and talking happily to friends in both English and first languages. However one or two children appear a little isolated and seem reluctant to engage with others.

© Crown copyright 2002

School area audited	Display – general	Resources for teaching literacy	Teaching/learning prompts and support	Classroom organisation	Children's perspective
Foundation – Reception	Display is limited and appears 'old'. Although work and artefacts are labelled clearly, there is no suggestion of interaction with the display. Work appears 'teacher-dominated' – little sense of individual response or creativity. Lack of stimulating interactive display.	Although there are two new bookcases, the majority of books appear 'tatty' and uninviting. Spines are torn and some books are defaced with scribbling. The role play area does not promote reading or writing, although there are some writing implements on a side table. There is an interest table but the displayed artefacts are inappropriate.	There is a word wall which includes some of the high-frequency words together with an alphabet strip. However, these support prompts are above the eye line of most children and there is no other evident support for spelling or scaffolding writing. Little evident support for development/ application of literacy skills.	There are designated areas for some curriculum areas, but these are not well-labelled and children cannot access resources independently. Routes across the classroom are cluttered and difficult. The classroom is quite small and is dominated by the tables and chairs leaving little room for 'non-seated' activity.	Children are generally well-behaved but appear quite passive. They have few strategies for accessing resources and support for their work, relying mainly on the teacher and NNEB for help with spellings for example. They complete work but show little initiative in choosing 'free' activities.

© Crown copyright 2002

School area audited	Display – general	Resources for teaching literacy	Teaching/learning prompts and support	Classroom organisation	Children's perspective
Year 1	Positive display representing a good range of curriculum areas, with interesting opportunities, through cards and Post its, for children to respond to and interact with displays, e.g. display on 'Our Favourite Toys'.	Resources are good overall – with a positive selection of material to represent multicultural perspectives in both reading, geographical and role play resources. Books are not always well-cared for and resources are not always well-labelled.	There is a word wall with current topic vocabulary and high-frequency words displayed at a good height for the children. There is specific support for writing around the room and on the literacy display board, reminding the children about writing captions and two targets for their writing. The teacher has prepared some laminated handwriting sheets to show direction of letter formation and there are alphabet strips available on each table.	The tables and display/work areas are organised well but the overall 'feel' of the classroom is rather messy and cluttered. Resources are not always well-labelled – storage could be rationalised and improved.	Children are able to use display and teaching prompts around the room to help their learning. They use the vocabulary lists well and have good strategies for independent writing. They work well together and often use first language in their shared work. Most bilingual children talk confidently with their bilingual support staff and initiate and respond to conversation in both English and first language.

© Crown copyright 2002

Handout 3a.1 *cont*

School area audited	Display – general	Resources for teaching literacy	Teaching/learning prompts and support	Classroom organisation	Children's perspective
Year 2	WOW! A really interesting and exciting environment – a good model for all staff to see. Inventive ways of inviting children to engage with displays around the room, evident in language, mathematics and science areas of learning especially. Classroom display is stunning.	Resources are good and well-displayed. The loan we have from the school library has been well chosen to supplement the 'Author of the Week' section of the book display and to increase the range of non-fiction books. The Childhood Museum has loaned a display of artefacts for 'How we used to live' topic.	There is an excellent array of support material for literacy. There is a selection of laminated table mats and a designated classroom display area which give children prompts about using reading strategies, planning for writing, composing ideas, sharing ideas with writing partners and writing frameworks – openings, writing reports, etc. There is also an ongoing class 'Golden book of wonderful words and super phrases' where children enter words and phrases they have found in their reading or other work to add to the class vocabulary collection.	Well-organised classroom, with clearly marked areas of learning, with well-labelled and accessible resources. Routes around the classroom are well-planned and surfaces and work areas are clear from clutter. Routines and systems are well-established – very good example for all staff.	Children work independently and confidently and take responsibility for selecting and storing resources. They respond well to well-established classroom routines and expectations. There are 'Book Monitors' of the week, for example, who take specific responsibility for making sure the book area is tidy and well-cared for, but all children are expected to use the books well and return them to the proper place sensibly. Children enjoy being detectives, finding words, etc. for their class collection. Some children offer vocabulary from their first languages.

© Crown copyright 2002

BEST COPY AVAILABLE

School area audited	Display – general	Resources for teaching literacy	Teaching/learning prompts and support	Classroom organisation	Children's perspective
Year 3	Visually colourful display across the classroom – but little labelling or identification of learning processes involved in producing work – little opportunity for interaction/learning from display – children's work displayed mainly above eye-level of the children.	Adequate but not inspiring in terms of specific areas of the curriculum – limited evidence of use of ICT resources to meet learning needs and teaching objectives. Little evidence of multicultural or dual language texts in book area.	Little evidence of support for literacy in terms of teaching prompts, vocabulary extension, reminders of targets, etc. Literacy display consists mainly of examples of children's writing.	Reasonably well-organised but cluttered environment overall – needs some review and better labelling and storage/retrieval systems.	Some children use dictionaries and own spelling books independently but many are too reliant on adult help and have limited ways of accessing help in writing. Children will wait passively for help rather than access support independently.
Year 4	Overall image is very similar to Year 3 – but specific display on Greece is very good – relevant and inviting and asks children questions re: artefacts/ recipes, etc.	Resources appear good – teacher has supplemented display on Greece with own artefacts – good mixture of pictures, artefacts and books – and starting to use ICT resources for some subjects. No dual language texts, however, and some books are very out of date / unsuitable.	There are identified targets for writing which clearly promote and support learning. There are prompts for working with writing partners and on how to be a good listener. A list of effective openings for narrative are part of the literacy display area as are some writing and planning frames. Children are encouraged to use these prompts in their writing.	As Year 3 – although labelling of resources is less tattered!	Mixed picture in term's of children's independence and confidence – over-reliance on adult/other help for spelling but children do go to the literacy display for help on framing their writing and they will work co-operatively with their peers on writing tasks.

© Crown copyright 2002

School area audited	Display – general	Resources for teaching literacy	Teaching/learning prompts and support	Classroom organisation	Children's perspective
Year 5	Static display – over use of published posters and materials – little evidence of chilldren's original work – other than one poetry display and some art posters. Sterile feel to the classroom.	Resources restricted mainly to published scheme for English and mathematics and some older library books. No dual language texts evident. Resources for guided reading are very limited and there is a poor range of non-fiction books in the class library. Dict onaries are old and tatty.	There is little visible support for literacy in the classroom. The teaching objective for the lesson is displayed but there is little evident support for reading and writing strategies or for the process of writing. Targets for writing are not displayed explicitly.	Classroom layout is formal with limited room for movement between tables. Resources are stacked neatly and shelves, etc. labelled for return of material.	Children show little sense of independent access of resources or initiative in accessing support for their writing. Monitors have responsibility for collection/distribution of resources – limited opportunity for developing independent skills for other children. Little sense of paired working – no use of first language in lesson observed.
Year 6	Well-presented and carefully mounted displays with a mixture of published and child – produced materials. Only includes examples of limited number of children's work. No dual language labelling of display but some clear teacher descriptions of what was done to produce the work in science and art displays.	Published schemes, range of dictionaries and a formal class library are the main resources for literacy. There are two computers with some language programmes but these are limited.	QCA posters for Year 6 English tests are prominently displayed in the literacy area to remind the children of identified priorities for improving reading and writing but there are no group or class targets displayed. There is a list of symbols the teacher uses when marking work and reminders about spelling strategies and ways of checking work are displayed.	Well-organised classroom – well-looked-after resources.	Little sense of children working as writing partners or 'critical friend' approaches to proof reading/editing. Children are not fully engaged in the process of writing and are not aware of the need for oral rehearsal – re-reading of writing as strategies for improving their writing.

© Crown copyright 2002

School area audited	Display – general	Resources for teaching literacy	Teaching/learning prompts and support	Classroom organisation	Children's perspective
Public areas	Varied – not consistent in terms of quality/ expectation across the school, e.g. in the main Reception area, photos of children's recent visit to the Environment Centre are well-displayed with informative comments from the children, examples of their daily diary logs and some dual language labelling. In other parts of the school, some displays appear old and faded – corners curling, etc.; some include children's work but are only labelled with names – no idea of what the purpose of the learning activity was; varied use of first language in display but some good display of children's book making from Year 2.	Centrally shared resources include: the school library; the published reading scheme, including guided reading material; the published teacher scheme resources; additional big books; some taped stories and listening centres and resources for teaching phonics, spelling games, etc. These vary in quality, quantity and relevance. There is an under-resourcing of non-fiction and dual language books across the school.	Some central areas do support learning, e.g. in the library, where teacher prompts help children access and select books and remind them of both reading and writing (e.g. note-taking) strategies. Some areas of the school remind children of school aims and behaviour code – helping others, etc. – which do support children in remembering how to work and learn together. Not evident throughout the school.	N/A	N/A

© Crown copyright 2002

89

Module 3a: Blank audit proforma

School area audited	Disp'ay – general	Resources for teaching literacy	Teaching/learning prompts and support	Classroom organisation	Children's perspective
Foundation – Nursery					
Foundation – Reception					
Year 1					

© Crown Copyright 2002

G3A

School area audited	Display – general	Resources for teaching literacy	Teaching/learning prompts and support	Classroom organisation	Children's perspective
Year 2					
Year 3					
Year 4					

© Crown Copyright 2002

Handout 3a.2 *cont*

School area audited	Display – general	Resources for teaching literacy	Teaching/learning prompts and support	Classroom organisation	Children's perspective
Year 5					
Year 6					
'Public' areas					

© Crown copyright 2003

Creating an effective learning environment

School literacy audit

Class ..... **Year group** ..... **Date of audit** ..... **Carried out by** .....

Key question: How does this classroom environment support the teaching and learning of literacy?

N.B. these prompts are generic. They will need to be adapted to be more precise and specific, according to year group/phase and according to school context and priorities.

Area of focus	Yes/No	Comments
The role play area provides stimulating and worthwhile literacy tasks, with relevant prompts and support to enable children to access the planned reading and writing opportunities.		
There is an attractive and inviting book area, which includes interactive displays, with named 'book/author of the week'; book reviews, group and class anthologies; puppets and story sacks; a listening centre and tapes.		
There is a wide and relevant collection of reading material, which is well cared for and accessible and includes fiction and non-fiction, poetry and plays, dual language texts and tapes.		
The book area includes prompts and reminders on how to access texts and how to use a range of reading strategies.		
An informal display/folder invites children to write brief responses to texts they have read, advise others on choice of author, and so on.		

© Crown copyright 2002

There are good models of a range of writing around the room in English and other languages. Notice boards and other informal communication areas invite children to read and write for specific and relevant purposes.		
A writing table offers opportunities for children to use a range of writing implements and materials for a variety of purposes. Dual language use is encouraged.		
Notes, diagrams, labels and other prompts remind children of the writing process: oral rehearsal, planning, drafting, re-reading, etc.		
Other displays and prompts remind children of the role of speaking and writing partners and what to do when stuck on a piece of writing.		
There are accessible prompts and check-lists to support the organisation and structure of writing – for example, table-top laminated story openings; blank storyboards and writing frames to aid planning and drafting; connectives and conjunctions used for specific effects in report writing or explanations.		
Cross-curricular displays reinforce particular structures for writing – for specific purposes and for specific text types.		
Vocabulary is enhanced and developed through display, labelling, key words, cross-curricular topic vocabulary and a bank of favourite words and phrases. This bank may be computer based, a wall display, a scrap-book or a group or individual collection.		

© Crown Copyright 2000

D splays encourage children to think about the history of words and how words in other languages relate to English.		
Spelling is supported in a number of ways around the classroom; 'family' spel ing patterns are displayed, a magnetic board and letters for 'have a go' attempts at spelling, phoneme frames, word walls and topic vocabulary for example.		
There are explicit and accessible reminders of different spelling strategies children can use to improve their spelling.		
Interactive displays inviting children to experiment with trying out spelling strategies; using different spellings for the same sound, use of prefixes and suffixes, syllabification.		
There is a range of suitable dictionaries, glossaries, thesaurus, alphabet strips in the classroom.		
Children are aware of the teaching and learning prompts around the room and know how to access them appropriately and independently.		
Children have a real sense of reading and writing as essential means of communication.		
Children further their learning by actively engaging with the prompts and displays, adding to them and developing them as progressive and cumulative support systems		

© Crown copyright 2002

BEST COPY AVAILABLE

Module

Managing the deployment of additional adults

Module OHTs and briefing notes

Returning to the self-evaluation grid

Self-evaluation grid **OHT 3b.1**

- Where did you locate yourself on the grid?
- What evidence did you have for this judgement?
- What do think are your priorities for further development?

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes: _____

Key principles and priorities

Principles **OHT 3b.2**

- All decisions on MDR are based on a clear identification of school priorities – supported by national, LEA and school level data.
- Deployment of resources meet the needs of all children.
- All decisions related to MDR are an integral part of whole SIP and relate to key school policies on inclusion, teaching and learning and equal opportunities.

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes: _____

© Crown copyright 2002

Priorities OHT 3b.3

- Development of appropriate programmes of support to meet the needs of all children
- Organisation and grouping of children to ensure teaching and learning is as effective as possible
- Effective deployment of additional adults to meet teaching and learning needs
- Effective whole-school implementation of national intervention programmes
- Development of appropriate 'follow on'/Wave 3 provision

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

Objectives

Objectives OHT 3b.4

- To identify key elements in the effective deployment of additional adults
- To use a case study to evaluate the effective deployment of additional adults
- To decide priorities and plan the next stage of development

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

Deployment of additional adults

Coordinators are going to look at a case study school and evaluate its approach to the deployment of additional adults. (Read the case study (Handout 3b.2 and 3b.3) and do the activity on Handout 3b.4.)

© Crown copyright 2002

Activity **OHT 3b.5/Handout 3b.3**

- Identify key elements that have contributed to the effective deployment of additional adults in School A.
- Are there elements that have been missed out? How could the school improve on its approach to the deployment of additional adults?
- Using your completed grid (pre-course task), discuss the following:
  - What additional adults are available in your school?
  - Have all additional adults received appropriate professional development?
  - What is the current pattern of deployment in your school?
  - How do you work in partnership with those who have responsibility for deployment of additional adults?
  - How does the deployment of additional adults relate to school policies on inclusion, teaching and learning and equal opportunities?
  - Are all additional adults clear about their roles and are all teachers clear about what these roles are?
  - How do teachers and additional adults plan work and evaluate children's progress?
  - How do you contribute to the evaluation of the effective deployment of additional adults?
  - How could you contribute to more effective deployment of additional adults?

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Returning to the self-evaluation grid

- Return to the self-evaluation grid and make any amendments.
- Identify two action points to develop the effective deployment of additional adults in school.
- Update the coordinator planner.

Notes: _____

Post-course tasks

- Share outcomes and key issues arising with SMT and other coordinators
- In partnership with those responsible for the deployment of additional adults, action plan to address key issues to improve the deployment of additional adults.

Notes: _____

© Crown copyright 2002

Handout 3b.1

Module 3b: Managing the deployment of additional adults: Literacy

Handout 3b.1 Pre-course task

Please indicate on the grid below the type of support and current pattern of deployment for additional adults in your school.*

Year Group	Type of support and current pattern of deployment for additional adults
Nursery	
Reception	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

* Additional adults may include:
  - EMAG teachers
  - NNEBs
  - Teaching Assistants

© Crown copyright 2002

Handout 3b.2

Key area: Management and deployment of resources

Module 3b: Managing the deployment of additional adults

School A

Characteristics of School A (2000/01)

Number on roll: 410
National average: 226
Two form entry: Nursery to Year 6

Percentage of pupils known to be eligible for free school meals
School: 35%
National average: 19.7%

Percentage of pupils speaking English as an additional language
School: 30%
National average: 5.2%

Percentage of pupils with special educational needs
School: 30%
National average: 23.2%

Percentage of pupils with statements of special educational needs
School: 2%
National average: 1.7%

Background

School A is an above average size school in an urban context (410 pupils). Approximately one third of the children receive free school meals. About ten languages are spoken and just under half of the children come from ethnic minority backgrounds, mainly Vietnamese, Somali, Jamaican and Kosovan. The school has a nursery and attainment on entry to school is below average. There is high pupil mobility – about a third of pupils in Year 6 did not start Key Stage 2 in the school. Following an Ofsted inspection in 1998 the school was put into serious weaknesses. At the time results at both Key Stages 1 and 2 were in the lower 50% nationally.

The Ofsted report identified the following issues:

- standards achieved by pupils required improvement;
- the quality of education provided by the school was unsatisfactory;
- the school's climate for learning required improvement;
- the management and efficiency of the school was unsatisfactory.

The key difficulty identified was the lack of progress children were making in English.

By the end of 1998 six members of staff had left, including the headteacher, deputy headteacher and English coordinator. In 1999 a new headteacher took up

© Crown copyright 2002

post. He appointed a new deputy headteacher, English coordinator and four NQTs.

The new headteacher and senior management team immediately set about establishing systems to raise standards to ensure that all children made progress. A key priority was the implementation of a School Behaviour Policy. This was agreed and established in all classes and ensured that a climate of learning could be developed.

The English coordinator, supported by the SMT, was asked to establish the following processes:

Systems to review progress and evaluate standards
Drawing together a range of data, e.g. baseline and national assessments to:

- develop tracking systems;
- inform target setting, planning and monitoring.

Tracking system
A system was established for tracking children's progress based on value-added data from baseline and key national assessments. This helped to develop a coherent view of children's progress across the school. In particular it helped to monitor the achievement of specific groups of children, e.g. boys, EAL and able children. In particular, the tracking system contributed to the process of setting and reviewing progress on numerical targets.

Monitoring teaching and learning
Teaching and learning was systematically monitored by the English coordinator through lesson observations. Good practice and areas for development were identified. Teachers were given appropriate advice and support to improve, for example visiting a Literacy Expert Teacher (LET) at a local school to observe guided reading and in particular to discuss the selection and organisation of texts.

Sampling of children's work
On a weekly basis teachers took five books and noted the following:

- NC reading and writing level;
- progress against their target.

Written feedback was provided to each child.

Children's progress was further reviewed in phase groups on a half termly basis and with the headteacher and coordinator on a termly basis.

Audit of staff training needs
Feedback from lesson observations and from performance reviews helped to identify key areas for professional development, i.e. all staff received training from local EMAG Coordinator on NLS materials, *Supporting Pupils Learning English as an Additional Language* and all TAs attended induction training on the NLS.

© Crown copyright 2002

The school was in the first cohort of intensive literacy support from the LEA (1998 – 99). Due to the school's circumstances at the time, the training and support had little impact. In 2000 – 01 the school was identified as requiring semi-intensive support. The SMT discussed the support required with the NLS consultant and stressed the importance of Quality First Teaching (QFT) as a priority. A range of central training was identified, e.g. Developing Early Writing and Grammar for Writing. The NLS consultant was requested to provide class-based support to the four NQTs on these specific areas.

Deployment of teaching assistants and additional adults

A system for the strategic deployment of TAs and AAs was introduced. Children were to be given support for a fixed amount of time linked to an area of learning; for example:

- TA to provide additional support for those Reception children not at Stage 4 PIPs by end of their first term in Reception;
- SEN support for a Year 2 child assessed at W level 1;
- EMAS support for children at English Fluency Stage 2;
- Extension work for level 4/5 children in Years 5/6.

The content of the support was linked to NLS materials (PIPs, ALS, ELS) and to areas identified from work sampling. A grid was devised (Handout 3b.3) providing an overview of assessment levels and support for each year group and identified groups.

Time was also planned for teachers and TAs to meet weekly to plan and to evaluate progress.

The impact of support on children's learning was monitored through the class teacher's sampling process and discussion with the English coordinator. It was also monitored in termly progress meetings with the headteacher and through teacher assessments and test outcomes.

This model mirrors the model of support exemplified in ELS and FLS programmes for all children, and if appropriate followed by 'second wave' support for a 'catch-up' group and Wave 3 individual planned support for children on SEN Code of Practice.

Outcomes

The impact of this targeted support on children's progress has been evident. In September 2001 children achieved 80% level 4 and above. In 2001, the school had a benchmark outcome of B when compared with similar schools, and A on prior attainment.

The attainment of boys has particularly improved. Feedback from a recent LEA monitoring visit reported that 'good results were the outcome of high expectations, whatever pupils' starting points, good quality teaching and learning with an effective system for monitoring and evaluation'.

© Crown copyright 2002

Deployment of teaching assistants and additional adults 2001 – 02
(determined by needs of children, school priorities and availability of adults)

Assessment	Nursery	YR	Y1	Y2	Y3	Y4	Y5	Y6
PIPs	NN support for PIPs Stage 1	TA support for children not at Stage 4 by end of first term	TA support for identified children not at Stage 7 by end of Autumn term or identified for ELS ELS programme for identified pupils (Spring). Provided by TA or TT student					
English Fluency			EMAS support/ spoken language	As Y1				
Stage 1								
Stage 2			EMAS support/ spoken language	As Y1				
Stage 3			EMAS support/ spoken language	As Y1				
Stage 4			EMAS support/ extension	As Y1				
NC W/L1			SENCO/TA support	SENCO/TA support	SENCO/TA support	SENCO/TA support		
NC L1			See PIPs		ALS	SENCO/TA support		
NC 2c					ALS			
NC 2b						ALS	FLS Additional support from TA or ITT student	
NC 2a							FLS (as above)	
NC 3c							FLS (as above)	Booster
NC 3b								Booster
NC 3a								Booster
NC 4							Extension work with able pupils provided by ITT student	Extension work with able pupils provided by ITT student

© Crown copyright 2002

Activity

- Identify key elements that have contributed to the effective deployment of additional adults.
- Are there elements that have been missed out? How could the school improve on its approach to the deployment of additional adults?
- Using your completed grid (pre-course task), discuss the following:
  - What additional adults are available in your school?
  - Have all additional adults received appropriate professional development?
  - What is the current pattern of deployment in your school?
  - How do you work in partnership with those who have responsibility for deployment of additional adults?
  - How does the deployment of additional adults relate to school policies on inclusion, teaching and learning and equal opportunities?
  - Are all additional adults clear about their roles and are all teachers clear about what these roles are?
  - How do teachers and additional adults plan work and evaluate children's progress?
  - How do you contribute to the evaluation of the effective deployment of additional adults?
  - How could you contribute to more effective deployment of additional adults?

© Crown copyright 2002

Key area

Professional development into practice

© Crown copyright 2002

Module

Planning for effective professional development

75 minutes

Module OHTs and briefing notes

Objective for the module

This module is about teachers' ongoing professional development. The focus is upon the fourth strand of the self-evaluation grid, 'Professional development into practice.'

OHT 4a.1

Objective

To explore ways coordinators can plan, manage and deliver CPD to:

- create a climate
- identify needs
- support colleagues

The National **Literacy** *and* **Numeracy** *Strategies* — Literacy and mathematics coordinators

Notes:

OHT 4a.2

Self-evaluation grid

- Where did you locate yourself on the grid?
- What evidence do you have for this judgement?
- What are your emerging priorities for further development?

The National **Literacy** *and* **Numeracy** *Strategies* — Literacy and mathematics coordinators

Notes:

© Crown copyright 2002

National priorities for CPD OHT 4a:3

- To develop a whole-school learning community to sustain improving standards
- To establish a planned, coherent CPD programme which is responsive to individual, school, LEA and national priorities
- To devlop a programme that leads to improvements in standards
- To establish mechanisms for monitoring and evaluating the implementation of the CPD programme which inform future development

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

Introduction to activity

When planning effective CPD consider the following strategies.

Strategies for planning effective school INSET: OHT 4a:4

- Responding
- Appraising
- Supporting
- Demonstrating
- Challenging
- Extending
- Resourcing
- Negotiating

The National **Literacy** *and* **Numeracy** *Strategies* Literacy and mathematics coordinators

Notes:

Notes:

- **Responding** to teachers' own emerging priorities
- **Appraising** previous INSET and its effect on improving the quality of teaching and learning
- **Supporting** colleagues in aspects of the teaching of mathematics and literacy that staff have found particularly challenging
- **Demonstrating** pedagogy – particular aspects of the lesson

© Crown copyright 2002

- **Challenging** assumptions in teaching, for example, informal methods of calculation or the place of phonics teaching
- **Extending** teachers' subject knowledge
- **Resourcing** the teaching of a particular area of mathematics or literacy, for example, providing guidance on how to make best use of a set of OHTs to teach children how to read different scales correctly in mathematics
- **Negotiating** a whole-school approach, for example, to the teaching of subtraction, or how teachers mark children's writing
- **Evaluating** the impact of professional development

Notes:

OHT 4.5.1

Points for action

- Reflect on your pre-course judgements – amend as appropriate.
- Confirm your priorities.
- Identify two things that you would want to implement to develop CPD in your school.

The National **Literacy** *and* **Numeracy** *Strategies* — Literacy and mathematics coordinators

Key points for action:

© Crown copyright 2002

Literacy scenarios

Literacy scenario 1: Improving teachers' subject knowledge

Focus: Reading: analysis of text to support teaching and learning

In terms of learning outcomes across the school, the coordinator has analysed ongoing teachers' assessments of reading and results of optional and national tests. This analysis shows that generally children underachieve on questions which require responses at inferential and evaluative levels. At Key Stage 2, responses to questions which require an understanding of authorial intent are particularly weak.

Scrutiny of planning, observation of lessons, classroom displays and an overview of resources suggests that there is an issue with teachers' knowledge and selection of texts and their understanding of authors' techniques.

There are pockets of good practice across the school but practice overall is inconsistent.

The coordinator and SMT have decided to address this issue as a major focus of their CPD programme this year. As part of this programme, there will be a half day of professional development involving all staff.

Outcomes

All teachers have been supported in their selection and use of appropriate texts and have developed a greater understanding of how texts work and how the teacher's text choices influence learning.

Literacy scenario 2: Using assessment data to inform future planning

Focus: Using data to inform curricular targets for future learning

Currently teachers have a wealth of data available but there is little use of that data to inform planning and teaching. The head and coordinator are keen to introduce the idea of curricular targets to support whole-school planning and progression and to ensure that teaching is targeted to learning needs.

Outcomes

Teachers understand and are able to set appropriate curricular targets for their children. They are clear about how they can make the most effective use of the target setting process to set curricular targets, plan teaching, monitor children's progress and identify future learning needs.

Literacy scenario 3: Improving the quality of teaching

Focus: Teaching in the plenary

There has been a systematic programme of classroom observation and scrutiny of work across the school. Evidence suggests that the quality of teaching during the plenary is an aspect of the Literacy Hour that needs improving in most classrooms.

This finding mirrors national evaluations of the National Literacy Strategy by HMI and Ofsted.

In discussion with the coordinator, teachers express a lack of understanding of the purpose of and rationale for the plenary. They also express concerns about the management, organisation and outcomes of this part of the lesson.

Outcomes

Teachers understand the purpose of, and rationale for, the plenary. They understand the range of teaching strategies that can be employed and the learning skills being developed. They feel supported in addressing the management and organisational aspects of the plenary.

© Crown copyright 2002

Mathematics scenarios

Mathematics scenario 1: Improving subject knowledge and the quality of teaching and learning

Focus: Shape and space

Following a series of lesson observations the coordinator has identified some teachers who are less confident in teaching shape and space. Properties of shapes and the correct use of mathematical vocabulary are particular aspects where teachers need support.

The coordinator and teacher have decided to address this issue as a major focus of their CPD programme this year. As part of this programme, there will be a half day of professional development involving all staff.

Outcomes

Share a clear understanding of the expectations and progression in shape and space linked to the *Framework*. Teachers have a better understanding of the properties of shape and associated vocabulary. Observations of mathematics lessons indicate a clearer purpose and variety when teachers are teaching shape and space.

Mathematics scenario 2: Using assessment data to inform future planning

Focus: Assess and review days

Teachers throughout the school are following the medium-term plans from the *Framework*. During the assess and review days the coordinator notes that they simply carry on with work from the previous week. At a recent staff meeting teachers said that they were unsure of how they should plan for the assess and review days and what assessment information they should use, collect and record.

Outcomes

Teachers are clear about how they can make most effective use of the assess and review days and how they can be used to assess children's learning and identify what needs to be taught next. Observations of mathematics lessons indicate a clearer purpose and variety in assess and review lessons.

Mathematics scenario 3: Improving the quality of teaching

Focus: Teaching in the plenary part of the lesson

There has been a systematic programme of classroom observation and scrutiny of work and evidence suggests that the quality of teaching during the plenary is an aspect of the mathematics lessons which need improving across the school.

This mirrors national evaluation of the Numeracy Strategy by HMI and Ofsted.

In discussion with the coordinator, teachers express a lack of understanding of the purpose and focus of the plenary. They also express concerns about planning, management, organisation and outcomes of this part of the lesson.

Outcomes

Teachers are clear about the purpose of the plenary and its value in providing an opportunity to assess pupils' progress and identify what needs to be taught next. They recognise the need to plan the plenary and ask children key questions that relate to the objectives for the lesson. Observations of mathematics lessons indicate a clearer purpose and variety in the plenary part of the lesson.

Mathematics scenario 4: Improving teachers' subject knowledge

Focus: Methods of calculations

The coordinator has focused this term on the teaching of the progression from mental to written calculations.

© Crown copyright 2002

Years 3 and 4 teachers are moving children too quickly to more formal methods of calculation. Overall there is not a clear view of progression from mental to written methods of calculation, particularly in subtraction and division. At a recent staff meeting some teachers said that they thought children were being moved on too quickly to decomposition as a written method of subtraction and many children had little understanding of the formal methods they had been taught.

The headteacher, having attended a national headteachers' conference on mathematics, has asked the coordinator to check that there is clear progression throughout the school in the teaching of the progression from mental to written calculations and the ways in which children apply these strategies.

Outcomes

Teachers have a clear understanding of the progression from mental to written calculations and the implications for what needs to be taught at each stage. Children display a clear understanding of the written methods of calculation that they have been taught. Throughout the school children can select and use an efficient method they have been taught when carrying out a calculation. Observations of mathematics lessons indicate that there is a clear progression in the teaching from mental to written methods of calculation and children can apply what they have been taught.

Mathematics Scenario 5: Improving the quality of teaching

Focus: Developing AT1 in mathematics

The coordinator has seen little planning for AT1 in mathematics and when observing lessons has been concerned at the limited extent to which children's problem-solving skills are being developed. The staff are unsure about how they should incorporate the three strands of AT1 (communication, reasoning and problem solving) into their teaching. They have agreed that the next mathematics training sessions are to address AT1.

Outcomes

Teachers are better able to incorporate AT1 into the daily mathematics lessons. Their planning draws attention to how they intend to promote and develop children's communication, reasoning and problem-solving skills. Teachers are more confident at asking children questions that require reasons and justifications and that extend children's ability to sustain a mathematical argument. There are more lessons observed where children are set problems that require them to use and apply the mathematics they have been taught and the teachers recognise where to ask 'What if ...?' questions that challenge different groups of children. Standards in AT1 show a significant improvement over time.

Mathematics Scenario 6: Improving the quality of teaching

Focus: Raising expectations

The school is convinced that those children who should achieve level 4 or above at the end of Key Stage 2 are not all doing so. The school has not been involved in the piloting of the unit plans but has recently been told about them and wants to use them next year with a view to raising teachers' expectations. A key area for development is the use of questioning in the lesson to challenge children and help them to explain their ideas and strengthen their reasoning skills. Children are better at tackling the routine and familiar work them improving the new and unexpected.

Outcomes

The unit plans are guiding teaching and teachers' questions for children are a key feature of planning. Children are challenged and expecations are higher. Children are better at articulating their thoughts and can record their explanations more efficiently. More children appear to be en route to achieving at level 4 or higher.

© Crown copyright 2002

Section 4 – Supporting information

The National Literacy Strategy

This section of the handbook provides an overview of key national materials and resources which have been developed to support the delivery of the National Literacy Strategy. It also reiterates the key priorities for the Strategy for 2002-03.

The content of this section has been placed on the CD-ROM which accompanies this material. Other important documentation and supporting material can be found at www.standards.dfes.gov.uk/literacy.

Below, you will find a list of a number of key NLS documents available on the CD-ROM. You may wish to download selected documents as hard copy to store in this file or work directly from the CD-ROM and/or website. For further details on how to access the material, please refer to the CD-ROM.

Alongside the NLS-produced materials you may wish to include within this section key relevant school and LEA documents to support your work in school.

NLS priorities for 2002-04

- Continued focus on the teaching of writing
- Continued training in Progression in Phonics and Spelling bank materials
- Improving leadership and management
- Introducing the Further Literacy Support Programme
- Consolidation and expansion of Early Literacy Support and Additional Literacy Support programmes, together with promotion of adequate provision for Wave 3 pupils
- Improving the teaching of reading, particularly Guided Reading at Key Stage 2
- Developing training and dissemination to address specific local needs, including building local capacity through literacy expert teachers and headteachers

NLS documents which can be accessed on the accompanying CD-ROM

- Additional Literacy Support
- Developing early writing
- Early Literacy Support Programme: session materials for teaching assistants
- Early Literacy Support Programme: materials for teachers working in partnership with teaching assistants
- Early Literacy Support: top-up sessions
- Grammar for Writing
- Grammar for Writing: leaflets
- Guidance on the organisation of the National Literacy Strategy in Reception Classes

© Crown copyright 2002

- ICT in the literacy hour: whole-class teaching
- Introduction to Further Literacy Support Programme
- Literacy Coordinators' professional development day – handbook
- NLS Framework for teaching: Year R to Year 6
- NLS glossary of terms
- NLS Review of research and related evidence
- NLS: The third year. An evaluation by HMI
- Progression in phonics: CD-ROM
- Progression in phonics: materials for whole class teaching
- Spelling bank: list of words and activities for the Key Stage 2 spelling objectives
- Supporting pupils with special educational needs in the literacy hour
- Supporting pupils with English as an additional language
- Target statement for reading
- Target statements for writing
- Teaching Assistants in Primary Schools: An Evaluation of the Quality of their Work (HMI)
- Teaching speaking and listening in Key Stages 1 and 2
- Transition Units
- Watching and Learning 2
- Working with gifted and talented children: Key Stages 1 and 2 English and mathematics
- Working with teaching assistants: a good practice guide
- Year 6 planning exemplification: books 1–3

© Crown copyright 2002

Raising standards in literacy and mathematics

Self-evaluation to establish priorities

The purpose of the self-evaluation grid is to support coordinators in recognising the current stage of development and identifying key priorities for further development across the school.

- **Key area 1: Establishing priorities, analysing results and reviewing progress**
- **Key area 2: Continuing to improve the quality of teaching and learning**
- **Key area 3: Management and deployment of resources**
- **Key area 4: Professional development into practice**

Key Area 1: Establishing priorities, analysing results and reviewing progress.				
	Focusing	**Developing**	**Establishing**	**Enhancing**
1a Establishing priorities, action planning and review	An audit of literacy/ mathematics provision, professional development needs and quantitative outcomes, in terms of standards and progress has been carried out. As a result key priorities for action have been identified.	Using the audit, an agreed action plan that addresses identified priorities and appropriate resources has been developed and is being implemented.	The impact of the action plan is monitored and evaluated. The plan is refined following the outcome of evaluation.	The school's priorities for improving literacy/ mathematics are part of the whole-school improvement programme with clearly identified subject-specific priorities and systematic review and evaluation.
1b Knowing about standards	Teachers assess children's work regularly and national/other tests are in place. There is access to relevant data on standards, e.g. baseline assessment, data on statutory and optional tests, on-going teacher assessments and work samples. There is limited confidence in the use of this data.	There is a systematic structure for assessing children's work and progress. Data is starting to be used to inform judgements on standards across the school, noting patterns in children's achievement.	There is work across the school to moderate teacher assessments and to analyse data to inform teachers' planning, set targets and monitor progress in a comprehensive and systematic manner.	School assessment systems are rigorous and effective. There is close cooperation between the headteacher, staff and governors in using data to raise standards in literacy/mathematics.
1c Target setting	There is as yet no systematic whole-school approach to the setting of numerical and curricular targets to track children's progress and raise standards in literacy/mathematics.	Teachers are supported in setting realistically challenging numerical targets for each year group. They are supported in tracking children's progress by setting curricular targets based on a clear identification of learning needs.	There is an effective process for setting and reviewing numerical and curricular targets in each year group. All teachers are able to use targets to track children's progress, inform their teaching and raise standards.	There is an effective, coherent and manageable whole-school system for setting and revising targets against children's progress.

BEST COPY AVAILABLE

© Crown copyright 2002

1d	Monitoring and evaluating the development of literacy/ mathematics	A start has been made towards monitoring and evaluating a range of aspects of subject responsibility.	There is a clear structure for monitoring and evaluating literacy/mathematics in order to identify key priorities for improving standards of teaching and learning.	The outcomes of the monitoring and evaluation of aspects of literacy/mathematics are used to inform future school improvement planning.	Monitoring and evaluating is embedded within the school improvement plan and is effective in celebrating success and identifying areas for further improvement.

Key Area 2: Continuing to improve the quality of teaching and learning					
		Focusing	**Developing**	**Establishing**	**Enhancing**
2a	Evaluating the quality of the teaching of literacy/ mathematics and giving appropriate feedback	Classroom observations and/or scrutiny of children's work has raised awareness of: • the quality of teaching of literacy/mathematics across the school; • the strengths and weaknesses of teachers' subject knowledge.	There is a developing programme to monitor the quality of teaching of literacy/ mathematics. Weaknesses in teaching are recognised and staff are given feedback. Actions to be taken are identified and incorporated into the literacy/mathematics action plan or school improvement plan.	Systems are in place for monitoring and evaluating the quality of teaching. This is impacting positively on classroom practice. Some areas of weakness in teaching remain but are being addressed through feedback and professional development.	There is systematic and structured evaluation of literacy/mathematics teaching across the school. The Literacy Hour and daily mathematics lesson are taught well. Weaknesses in subject knowledge, and teaching and learning are being addressed effectively. There is appropriate feedback, support and related training for all staff.
2b	Support for planning; monitoring the process; evaluating outcomes	Teachers' weekly plans are sampled.	Teachers are supported in their planning and given feedback to help them to moderate and amend as appropriate.	Medium- and short-term plans are reviewed and teachers are supported in ensuring plans match the expected levels of achievement of children.	Colleagues are supported in producing plans which are coherent, succinct and effective in addressing learning needs. Plans are evaluated in the light of learning outcomes.

© Crown copyright 2002

2c	Using ICT to support literacy/mathematics	Staff are aware of the need to incorporate ICT as an appropriate resource to support the teaching of literacy/ mathematics.	Staff are aware of NLS/NNS training materials and a range of other ICT resources to support the teaching of literacy/ mathematics. With the ICT coordinator, the professional development needs of teachers in the use of ICT to support teaching have been identified.	There is close collaboration with the ICT coordinator to support teachers in planning for the appropriate use of ICT in the teaching of literacy/mathematics and in monitoring and evaluating the use of ICT in a range of literacy/mathematics teaching.	ICT is being effectively integrated into teachers' planning for literacy/ mathematics. Joint evaluations show that ICT is being used effectively in literacy/mathematics teaching.

Key Area 3: Management and deployment of resources					
		Focusing	**Developing**	**Establishing**	**Enhancing**
3a	Establishing an effective learning environment	The importance of an effective environment to support the teaching and learning of literacy/ mathematics in all classrooms is recognised.	Through classroom observations and an audit of resources, key areas for action have been identified in order to promote an effective environment which will support children's learning of literacy/mathematics.	A systematic plan is in place across the school to support improvement of the environment in which children learn literacy/mathematics.	The school environment makes a key contribution to literacy/mathematics learning for all children.
3b	Deployment of additional adults	The expertise and skills of additional adults are matched to identified needs for support in literacy and mathematics across the school.	Support systems are developing between additional adults and teachers for planning support and reviewing the progress of individual/groups of children.	The impact of support by teachers and additional adults is evaluated against both quantitative and qualitative learning outcomes.	Monitoring of the impact of additional adult support shows that a difference is made to children's attainment and progress. There is a clear understanding between the teacher and additional adult of the learning needs of children.

© Crown copyright 2002

Key Area 4: Professional development into practice				
	Focusing	**Developing**	**Establishing**	**Enhancing**
4a Identifying CPD (Continuing professional development) needs	Information about training is selected and staff are encouraged to attend relevant courses.	Staff are helped to be more selective about the type of professional development in which they participate and relate this closely to the literacy/mathematics action plan.	A CPD policy which relates to the individual and school needs with clear links to the development of literacy/mathematics is in place. Most staff are committed to the policy and understand how it will impact on their own professional development.	The planned CPD programme supports school, LEA and national priorities and meets the needs of all staff. The impact of the CPD programme is monitored and evaluated systematically.
4b Supporting colleagues	Resources to support colleagues in improving teaching of literacy/mathematics are managed and organised. Individuals are supported on request to help them to improve the quality of the teaching of literacy/mathematics.	A planned programme of support is being developed in order to address whole-school and individual needs. This support programme includes trainee teachers and other additional adults.	There is a coherent support programme in place and all staff are involved in a review and evaluation of the professional development and support they have received. When appropriate the impact of professional development is evaluated through visits to classrooms and formal/informal feedback. A planned programme of support has been devised, responding to whole-school and individual needs.	All staff are supported in developing high quality teaching and learning in literacy/mathematics. Evaluation of the support shows a positive impact on teaching and learning.

© Crown copyright 2002

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").